

AMHERST COLLEGE

2003-04 CATALOG

Amherst College

2003-04 Catalog



DIRECTIONS FOR CORRESPONDENCE

The post office address of the College is Amherst, Massachusetts, 01002-5000. The telephone number for all departments is (413) 542-2000.

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College Calendar

2003

August 24, Sunday. New student orientation begins; first-year residences open.

August 28, Thursday. Residences open for sophomores, juniors, and seniors.

September 2, Tuesday. First semester classes begin.

September 3, Wednesday. Monday classes will be held.

September 12, Friday. Last day for first semester course changes.

October 11-14, Saturday-Tuesday. Midsemester break.

October 17-19, Friday-Sunday. Homecoming Weekend.

October 31-November 2, Friday-Sunday. Family Weekend.

November 1, Saturday. Deadline for students to submit spring semester readmission applications and off-campus housing applications.

November 22-30, Saturday-Sunday. Thanksgiving vacation.

December 1, Monday. Deadline for students to request housing extensions after December 19.

December 10, Wednesday. Last day of first semester classes.

December 14-18, Sunday-Thursday. First semester examination period.

December 19, Friday. Residences close at 5 p.m. (except Moore Dormitory) for winter recess; deadline for 04Es to vacate rooms.

2004

January 4, Sunday. Residences reopen at 9 a.m.

January 5-23, Monday-Friday. January Interterm.

January 9, Friday. Students leaving campus for second semester must vacate residences by 5 p.m.

January 16, Friday. Students returning to campus after being away fall semester may access housing at 9 a.m.

January 26, Monday. Second semester classes begin.

February 6, Friday. Last day for second semester course changes.

March 13-21, Saturday-Sunday. Spring recess.

March 15, Monday. Deadline for students to submit fall semester special program proposals, readmission applications, off-campus housing applications, and fall and full-year study abroad and other leave requests.

April 15, Thursday. Deadline for spring '05 students to submit study abroad and other leave requests.

May 1, Saturday. Deadline for students to request housing extensions after May 15.

May 7, Friday. Last day of second semester classes.

May 10-14, Monday-Friday. Second semester examination period.

May 15, Saturday. Residences close for underclassmen and first-semester seniors at 5 p.m.

May 23, Sunday. Commencement; graduating seniors vacate residences by 5 p.m.

This calendar is available online at www.amherst.edu/~pubaff/calendar.html

I

THE CORPORATION

FACULTY

ADMINISTRATIVE AND

PROFESSIONAL OFFICERS





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†On leave first semester 2003-04.

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Adjudication. Professors Dougan, Frank, S. George, Hunt, Hunter, Kallick, Rosbottom, and R. Sinos.

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Affirmative Action, Advisory. To be announced.

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College Council. Professors Caddeau, J. Moore (Chair), and Rockwell; Deans Boykin-East, Haynes, and Lieber (*ex officio*); four students to be elected; President of Association of Amherst Students (*ex officio*).

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Honorary Degrees. Professors Courtright and Townsend; four students to be elected; Senior Class President (*ex officio*).

Lecture and Eastman Fund. Professors Hewitt, Sanderson, and Vogel (Chair).

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Orientation. Professors Himmelstein and Mukasa; Deans Boykin-East, Hart (Chair), and Moss; Ms. McGoldrick; three students to be appointed.

Physical Education and Athletics. Professors Gooding (Chair) and Kaplan; Mses. Bagwell and Everden; Mr. Hixon; Dean Lieber (*ex officio*); Dr. Morgan (*ex officio*); two students to be elected.

Priorities and Resources. Professors Gentzler, Harms, and Rivkin (Chair); President Marx (*ex officio*); Dean Call (*ex officio*); Mr. Shea (*ex officio*); Mses. Bryne (*ex officio*) and Gurek (*ex officio*); three students to be elected.

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Janet Tobin, *Assistant Dean of the Faculty*. B.A. (1982) Bates College; M.A. (1990) University of Massachusetts at Amherst.

Paul M. Trumble, *Head of Serials, Library*. B.A. (1979) State University of New York at Potsdam; M.L.S. (1989) University of Rhode Island.

Frances E. Tuleja, *Associate Dean of Students*. B.A. (1974) Douglass College, Rutgers University; M.A. (1984) University of Pennsylvania.

William McC. Vickery, *Assistant Treasurer for Business Administration/Coordinator of Special Projects, Office of Alumni and Parent Programs*. A.B. (1957) Amherst College; M.B.A. (1959) Harvard Business School.

Jane H. Wald, *Associate Director of the Emily Dickinson Museum*. A.B. (1980) Bryn Mawr College; M.A. (1987) Princeton University.

P. Louise Westhoff, *Associate Registrar*.

Scott H. Willson, *Senior Major Gifts Officer*. B.S. (1959), M.Ed. (1984) Springfield College.

Victoria Kent Worth, *Senior Associate Director of Alumni and Parent Programs*. B.A. (1982) Kenyon College.

Stanley M. Zieja, *Head Athletic Trainer*. B.S. (1973) University of Massachusetts at Amherst; M.S. (1976) United States International University at San Diego.

Cate Granger Zolkos, *Associate Dean of Admission*. B.A. (1983) Middlebury College.

RELIGIOUS ADVISORS

Rabbi Bruce A. Bromberg Seltzer, M.A.

Jewish Religious Advisor

The Rev. Leon T. Burrows, D.Min.

Protestant Religious Advisor

The Rev. George L. Cadigan, A.B.

Minister at the College, Emeritus

The Rev. Deene D. Clark, D.Min.

Protestant Religious Advisor, Emeritus

Hermenia T. Gardner, M.S.

Bi-Semester Christian Worship Committee Advisor

The Rev. Leo Kim, M.Div.

Korean Koinonia Church Advisor

Rabbi Yechiael Lander, M.A.

Jewish Religious Advisor, Emeritus

The Rev. Joseph Quigley, B.S.

Catholic Religious Advisor, Emeritus

Sister Shamshad Sheikh, B.A.

Muslim Religious Advisor

The Rev. Paul V. Sorrentino, M.Div.

Christian Fellowship Advisor and Coordinator of Religious Advisors

The Rev. Bruce Norcross Teague, M.Div.

Catholic Religious Advisor

GRADUATE FELLOWS

Kimya L. Charles, A.B., *Eugene S. Wilson Admission Fellow*.

John R. Downey, A.B., *Associate in Music*.

Charlene S. Dy, A.B., *Assistant to the Director of Public Affairs on the Ives Washburn Grant.*

Alejandro J. Gomez-del-Moral, A.B., *Susan and Kenneth Kermes Fellow in Computer Science.*

Chris Kuipers, A.B., *Senior Admission Fellow.*

Daniel J. Leistra, A.B., *Associate in Music.*

Sarah M. Miller, A.B., *Mayo-Smith Admission Fellow.*

Stephen M. Zieja, A.B., *Edward Hitchcock Fellow in Physical Education.*

FIVE COLLEGES INCORPORATED

Lorna M. Peterson, Ph.D., *Executive Director.*

Carol A. Angus, M.A.T., *Director, Information and Publications.*

Renee Fall, M.T.S., *Director, Program Planning and Development.*

Nathan A. Therien, Ph.D., *Director, Academic Programs.*

Donna Baron, M.S., *Director, Information Technology.*

Marie Hess, M.S., *Treasurer/Business Manager.*

II

AMHERST COLLEGE



Amherst College

AMHERST COLLEGE looks, above all, for men and women of intellectual promise who have demonstrated qualities of mind and character that will enable them to take full advantage of the College's curriculum. The College seeks qualified applicants from different races, classes, and ethnic groups, students whose several perspectives might contribute significantly to a process of mutual education within and outside the curriculum. Admission decisions aim to select from among the many qualified applicants those possessing the intellectual talent, mental discipline, and imagination that will allow them most fully to benefit from the curriculum and to contribute to the life of the College and of society. Grades, standardized test scores, essays, recommendations, independent work, the quality of the individual's secondary school program and achievements outside the classroom are among the factors used to evaluate this promise, but no one of these measures is considered determinative.

Founded in 1821 as a non-sectarian institution for "the education of indigent young men of piety and talents for the Christian ministry," Amherst today is an independent liberal arts college for men and women. Its approximately 1,650 students come from most of the fifty states and many foreign countries.

The campus is near the center of the town of Amherst, adjacent to the town common. A few miles away are four other institutions of higher learning—Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts—with which Amherst engages in a number of cooperative educational programs.

The College offers the bachelor of arts degree and cooperates with the University of Massachusetts in a Five College Ph.D. program. The College curriculum involves study in the humanities, the social sciences, and the natural sciences and combines a broad education with knowledge of some field in depth. Emphasis falls upon each student's responsibility for the selection of an appropriate program.

Some students may engage in independent study free of formal courses in their junior and senior years; Honors work is encouraged and in recent years has been undertaken by nearly half of the graduating class.

Whatever the form of academic experience—lecture course, seminar, conference, studio, laboratory, independent study at various levels—intellectual competence and awareness of problems and methods are the goals of the Amherst program, rather than the direct preparation for a profession. The curriculum enables students to arrange programs for their own educational needs within established guidelines. Faculty advisors, representing all academic departments, assist undergraduates in their course selections; but the ultimate responsibility for a thoughtful program of study rests with the individual student.

The College's Faculty is engaged in two primary activities: first, the education of undergraduates; and, second, research and writing. Its 165 full-time members hold degrees from colleges and universities throughout this country and abroad. Classes range in size from several courses of about five students to a few lecture courses of more than 100 students; about 80 percent of the classes and sections have 25 students or fewer.

Amherst has extensive physical resources: libraries with more than 900,000 volumes and over 29,000 other media materials, science laboratories, a mathematics and computer science building, theaters, gymnasium, swimming pool, skating rink, squash and tennis courts, playing fields, a museum of fine arts and

another of natural sciences, a music center and concert hall, a dance studio, a central dining hall for all students, a campus social center that includes a snack bar and movie theater, dormitories, media center, and classroom buildings. There are a wildlife sanctuary and a forest for the study of ecology, an observatory and a planetarium, and varied equipment for specialized scientific research. At Amherst, and at its neighboring institutions, there are extensive offerings of lectures, concerts, plays, films, and many other events.

The College provides a variety of services to support the academic work of students. In addition to the advising and teaching support provided by the Faculty, the services include a tutorial program, reading and study skill classes, an Interterm pre-calculus course, a full-time writing counselor, and tutoring for students for whom English is a second language. For more details, please contact the Office of the Dean of Students.

Amherst has a full schedule of intercollegiate athletics for men and women in most sports. About 85 percent of all students participate in the physical education program or in organized intramural athletics.

Undergraduates may also take part in a variety of other extracurricular activities: journalism, public service, publishing, broadcasting, music, dramatics, student government, College committees, and a wide assortment of specialized interests. Religious groups, working independently or through the religious advisors, maintain a program of worship services, Bible study, community service projects, and other activities.

Most graduates continue their formal education to enter such professions as teaching, medicine, law, and business. At Amherst, presumably they have only begun their life-long education at "commencement," but have developed attitudes and values that will encourage them to participate thoughtfully and generously in the service of humanity.

Amherst College is pleased to provide the following information regarding our institution's graduation rates in compliance with the Higher Education Act of 1965, as amended. The rates reflect the graduation status of students who enrolled during the 1996-97 school year and for whom 150% of the normal time-to-completion has elapsed.

During the fall semester of 1996, 419 first-time, full-time, degree-seeking undergraduate students entered Amherst College. As of August 31, 2002, 96.2% of those students had graduated from our institution.

Questions related to this report should be directed to: Gerald M. Mager, Registrar and Director of Institutional Research, Amherst College, Box 5000, Amherst, MA 01002-5000.

FIVE COLLEGE COOPERATION

Amherst is joined with Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts in a consortium that sponsors a variety of cooperative programs and enterprises. The goal of cooperation among the five colleges is to enrich the educational opportunities available to students by providing them with access to the resources of all five institutions.

Students are entitled to participate in a course interchange program which allows them to construct up to one half of their program from liberal arts courses at the four other colleges without additional cost. (See page 64 for further information.) Also freely available to students are the libraries of each institution. The present and continuing emphasis of the Five College Libraries is on the sharing and enhancement of total resources and services.

A monthly calendar of lectures, concerts and other cultural events on all five campuses is available online to the Five College community. Access to classes, libraries, and extracurricular activities is made feasible by a free transportation system connecting all five campuses.

An FM radio station (WFCR 88.5) is supported by all five colleges. It is managed by the University with the advice of a board made up of representatives of the cooperating institutions. The five colleges also cooperate in sponsoring *The Massachusetts Review*, a quarterly of literature, the arts, and public affairs.

Academic cooperation includes two joint departments—Astronomy and Dance—and coordinated programs in African-American Studies, East Asian Studies, Latin American Studies and Linguistics. Joint faculty appointments make possible the presence of talented professors in highly specialized areas. Five College senior appointments bring to the area distinguished international figures, listed on pages 324-330.

EXCHANGE PROGRAMS AND STUDY ABROAD

The College encourages students to participate in educational programs at other institutions in the United States and abroad. In addition to the following programs sponsored or co-sponsored by Amherst, students may participate in programs offered by other American or foreign institutions. For further information and guidelines concerning educational leave from the College, see page 56.

Selected students may participate in Independent Study projects under guidance from a teacher at Amherst College without enrollment at host institutions and may pursue their studies elsewhere in the United States or abroad.

The Twelve College Exchange

Within the Northeast, the College has special exchange arrangements with Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, Wheaton, and Williams Colleges, and Wesleyan University, which together form the Twelve College Exchange Program. This arrangement gives students who wish to take advantage of special programs not available in the Five College area, or who wish to experience a similar, but different, college environment, the opportunity to do so with the minimum of difficulty. Further information is available from the Twelve College Exchange coordinators of the participating colleges. The coordinator for Amherst College is Assistant Dean of Students Frances Tuleja.

The Williams College-Mystic Seaport Program in American Maritime Studies

This program is available to undergraduate participants through the Twelve College Exchange program. Its purpose is to provide undergraduates with the opportunity to focus one semester of their studies on man's relationship with the sea. Further information is available in the Office of the Dean of Students.

The National Theatre Institute

Through a Twelve College Exchange arrangement, undergraduate participation in the program of the National Theatre Institute, Waterford, Conn., is possible. Further information is available in the Office of the Dean of Students.

The Associated Kyoto Program

The Associated Kyoto Program, sponsored by Amherst and 15 other institutions, is hosted by Doshisha University in Kyoto, Japan. It emphasizes direct and intensive contact with the Japanese and aims to develop in students an understanding of Japan's culture, history, language, and contemporary society. The program carries credit equivalent to a full academic year's course work. About fifty students are admitted each year, with applicants from member

institutions receiving priority. Information can be obtained from Professors Samuel C. Morse or Wako Tawa or the Study Abroad Advisor.

Göttingen Exchange

Amherst maintains a student exchange program with Göttingen University in Germany. Each year, upon application to the Department of German, two Amherst students are selected to attend Göttingen University. In return, Amherst accepts two Göttingen students to study at the College and to serve as Language Assistants in the German Department. Details about the exchange programs may be obtained from the Department of German.

Doshisha University

THE COLLEGE'S relationship with Doshisha University offers various opportunities for students and faculty to study, to research, and to teach in Japan. Located in Japan's ancient imperial capital of Kyoto, The Doshisha was founded by Joseph Hardy Neesima of the Class of 1870, the first Japanese to graduate from a Western institution of higher learning. Neesima stowed away aboard a clipper ship from Japan while that country was still officially "closed." From the China Coast he eventually arrived in 1865 aboard a ship owned by Alpheus Hardy, who was a trustee of both Phillips Academy, Andover, and Amherst College.

After graduating from both Andover and Amherst, Neesima returned to Japan to found a Christian college in Kyoto. From this modest start The Doshisha has developed into a complex of educational institutions: Doshisha University, a separate Women's College, four senior and four junior high schools and a kindergarten, with a total enrollment of approximately 32,000 on five different campuses. The Doshisha is one of the oldest and best known private educational institutions in Japan.

Scores of Amherst graduates have taught at The Doshisha, and since 1922, except for the war years, Amherst has maintained a resident instructor at Doshisha University. Since 1947 until his retirement in 1992, Professor Otis Cary of the Class of 1943 represented Amherst College at Doshisha, taught American history at the University, and served in a number of other capacities. Currently, Professor Hideo Higuchi is acting as our Amherst representative.

Through the generosity of alumni and friends of the College, Amherst House was built on the Doshisha University campus in 1932 as a memorial to Neesima and to Stewart Burton Nichols of the Class of 1922, the first student representative. In 1962, the College, thanks to further generosity of friends and alumni, built a guest house of modern Japanese design, including quarters for the Representative, three guest suites, and dining facilities. In 1979 a traditional rustic teahouse, *Muhinshuan*, was donated by the family of a Japanese alumnus and rebuilt in a corner of the Amherst House grounds, lending cultural atmosphere appropriate to Kyoto.

In 1971 the College took the lead in organizing the Associated Kyoto Program (AKP), a junior-year program at Doshisha University for Amherst students and others who wish to pursue the study of Japanese language, culture, and history. This program offers the main avenue today for both student and faculty contact with Doshisha University. With offices on Doshisha's main campus since 1971, the AKP, sponsored by 15 American liberal arts colleges, has hosted more than 1,000 American undergraduates for a year of study in Kyoto and has awarded more than 40 fellowships to American and Japanese faculty to participate in educational exchange for periods of one or two semesters. Opportunities for faculty

participation in the AKP are announced in the spring semester every year. Also, since 1958, a graduating Amherst College senior has been selected annually as the Amherst-Doshisha Fellow to spend a year at Doshisha University.

Since 1976 an arrangement with Doshisha University has been established which permits a member of one of the six Faculties (Theology, Letters, Law, Economics, Commerce, Engineering) to spend a year's leave at Amherst.

The Folger Shakespeare Library

THE FOLGER SHAKESPEARE LIBRARY in Washington, D.C., was established in 1932 under the governance of The Trustees of Amherst College by the will of Henry Clay Folger, Class of 1879, and his wife, Emily Jordan Folger. The Folgers' original collection of Shakespeareana remains the largest and most complete in existence today. Subsequent acquisitions have enabled the Library now to claim the largest accumulation of English language publications from 1475 to 1640 outside of England, as well as other important Continental Renaissance materials. Folger holdings span a broad range of subjects and include books, manuscripts, documents, paintings, illustrations, tapestries, furnishings, musical instruments, musical scores, and curios from the Renaissance and theater history.

Located one block from the U.S. Capitol, next to the Library of Congress, the Folger collection is housed in a landmark building widely considered among the loveliest in the nation's capital. Inside its elegant art deco marble exterior is an Elizabethan great house with vaulted ornamental plaster ceilings, richly panelled walls, stone and tile floors, and windows of leaded and stained glass. Scholars from all over the world use the Reading Room, modeled after a Tudor banqueting hall, and its luminous modern addition, which opened in 1983. Beneath the Reading Room are two block-long subterranean vaults where the collection is stored. Exhibitions from the collection are mounted in the Great Hall, a Tudor long gallery that is open to the public without charge six days a week. An adjacent theater, designed after an Elizabethan innyard playhouse, is the home of a rich and varied season of public and educational programs.

The Folgers intended the Library to be an active educational center "for the promotion and diffusion of knowledge in regard to the history and writings of Shakespeare." Today the Library serves not only as a resource for scholars, but also as a cultural center presenting a full calendar of public concerts, literary readings, lectures, theatrical productions, and other events during the year; as an academic institution offering more than a dozen advanced seminars under the auspices of the Folger Institute; and as a center for the pre-college teaching of Shakespeare in American schools. Over 200,000 visitors attend exhibitions and events at the Folger each year. Thousands more enjoy the national broadcasts of the Folger Consort, which is in residence at the Library. Others refer to the Library's monographs, the *Shakespeare Quarterly*, and the Folger edition of the complete plays, in progress.

FOLGER LIBRARY OFFICERS

Gail Kern Paster, Ph.D., *Director*

Richard J. Kuhta, M.A., M.L.S., *Librarian*

Barbara A. Mowat, Ph.D., *Director of Academic Programs*

Janet Alexander Griffin, M.A., *Director of Education and Public Programs*

Melody P. Fetske, C.P.A., *Director of Administrative Services/Controller*

Beverly C. With, *Director of Development*

III

ADMISSION

TUITION AND FEES

FINANCIAL AID



Admission

Amherst College looks, above all, for men and women of intellectual promise who have demonstrated qualities of mind and character that will enable them to take full advantage of our curriculum. We seek qualified applicants from different races, classes and ethnic groups—students whose several perspectives might contribute significantly to a process of mutual education within and beyond the curriculum.

We aim to select from among the many qualified applicants those possessing the intellectual talent, mental discipline and imagination that will allow them most fully to benefit from the curriculum and contribute to the life of the college and society. Grades, standardized test scores, essays, recommendations, independent work, the quality of the secondary school program and achievements outside the classroom are among the factors used to evaluate this promise, but no one of these measures is considered determinative. How they intersect makes the difference.

THE ADMISSION PROCESS

We take great care to give every application a thorough review. Each application is read by at least two admission deans before being presented to the Admission Committee for discussion. We pay closest attention to a student's:

- secondary school (or college) transcript;
- standardized tests: the SAT I and three SAT II exams or simply the ACT;
- teacher and counselor recommendations;
- quality of writing as demonstrated in essays, testing and recommendations;
- extra- and co-curricular involvements and talents.

We give the greatest weight to the academic transcript. The rigor of the courses taken, the quality of grades and the consistency with which a student has worked over four years give us the clearest indication of how well a student will do at Amherst. Standardized tests also play an important role in helping us evaluate a student in comparison to students taught in very different secondary schools. Recommendations, the quality of a student's writing, and extra- and co-curricular talents also help the Admission Committee draw fine distinctions among very talented applicants.

FIRST-YEAR APPLICANTS

Applying. We require first-year applicants to submit the Common Application and the Amherst College Common Application Supplement by the appropriate application deadline. Applicants may mail in their applications or submit their applications electronically. If an applicant chooses to mail in an application, we ask that the applicant submit our Pre-Application with a \$55 processing fee or fee-waiver request at least two weeks prior to the chosen application deadline. Sometime after that, but before the appropriate deadline, applicants should submit the Common Application, the Amherst Common Application Supplement, and all supporting materials. We will mail these forms upon request, or they may be downloaded from the Office of Admission website. Students may access an online version of Amherst's application from our website (www.amherst.edu/admission) as well. We automatically mail applications to all seniors on our mailing list.

Regular Decision. More than 90 percent of our applicants choose the Regular Decision option. A student must mail the application by December 31 and will receive our application decision by early April. If admitted, a student will need to reply to our offer by May 1.

Early Decision. About 10 percent of Amherst applicants choose our binding Early Decision (ED) program. This is a good option only for those who have decided early in the college search process that Amherst is their clear first choice. As an Early Decision applicant, a student agrees not to be an ED candidate at any other college. The student also agrees, if admitted, to withdraw Regular Decision applications from other colleges and to enroll at Amherst in the fall.

Early Decision applications are due at the Admission Office by November 15, and we mail our application decisions by December 15. Most ED applicants are either admitted or deferred for reconsideration with the regular decision pool.

IB, AP and College Courses. If a student has taken International Baccalaureate, Advanced Placement or college courses during secondary school, we view this as significant evidence of academic accomplishment and preparation. In addition, some Amherst departments will allow a student to forego introductory-level courses in areas in which rigorous work has already been done. However, we do not accept such courses for credit or advanced standing.

Deferred Admission. An admitted first-year student may, with the permission of the Director of Admission, defer matriculation for a year without reapplying. The student should confirm his or her intent to enroll at Amherst by submitting the matriculation form and required deposit along with a written request for the deferral by May 1. Deferred students wishing to receive credit for academic work completed during the year between high school and their enrollment at Amherst will need to reapply for entrance to the College as transfers.

TRANSFER APPLICANTS

A student is eligible for transfer admission to Amherst if a minimum of 30 semester hours of credit transferable to Amherst College have been completed as a full-time student at a college or university. We do not accept applications from individuals who have already earned an undergraduate degree. Five College students are not encouraged to transfer to Amherst.

We ask transfer students to submit the Amherst College Transfer Application (the Common Application is not accepted for this purpose) with a \$55 application processing fee. We will mail our application upon request. Students may access an online version of our transfer application from the Office of Admission website. Fall transfer applicants must mail the application by February 1 and will receive our response late in May. If admitted, fall transfer students must reply to our offer in early June. Spring transfer applicants must ensure that the application arrives at the Admission Office no later than November 1. An application decision will be mailed in late December. If admitted, spring transfer students must respond to our offer promptly.

INTERNATIONAL APPLICANTS

We welcome applications from international students. Currently, some 10 percent of our students are international—one half of them non-U.S. citizens and the other half a combination of U.S. dual citizens, U.S. permanent residents, and U.S. citizens living or raised abroad. Our Admission Committee is familiar with various education systems around the world.

Regardless of citizenship or geographic location, international students should follow the same first-year or transfer application process required of any other student. Please note that Amherst College is “need-blind” only for U.S. and Canadian citizens as well as permanent residents of the U.S. requesting financial aid.

If English is not an international student’s first language, we ask that the Test of English as a Foreign Language (TOEFL), the SAT II English Language Proficiency Test (ELPT), the Michigan English Language Assessment Battery (MELAB) or the AP International English Language (APIEL) test be taken. The same standardized tests (SAT I and three SAT II subject tests or simply the ACT) required of all other applicants are also required of international students.

VISITING STUDENTS

A limited number of places are available in the spring semester for full-time visiting students. A student is eligible for visitor status if the student is currently enrolled in college and has completed at least one year of full-time college work. Individuals enrolled as Visiting Students at Amherst as well as Twelve College Exchange Students at Amherst are not eligible for transfer to the college. The Amherst College Visiting Student Application should be submitted with a \$55 processing fee. Applications are mailed upon request. It must arrive at the Admission Office no later than December 1, and an application decision will then be mailed in late December. If admitted, visiting students must respond to our offer promptly.

For further information please contact:

Office of Admission

Amherst College

P.O. Box 5000

Amherst, MA 01002-5000

413-542-2328

413-542-2040 (fax)

admission@amherst.edu

www.amherst.edu/admission

For sending express mail requiring a street address:

Office of Admission

Amherst College

220 South Pleasant Street

Amherst, MA 01002-5000

Tuition and Fees

A CANDIDATE'S formal application for admission should be accompanied by a \$55 application fee in check or money order payable to Amherst College. Upon notification of admission to the College a candidate is required to return with his or her acceptance a non-refundable advance payment of \$400 which will be credited in full on the first term bill.

Comprehensive Fee (Tuition, Room, Board)	\$36,910
Student Activities Fee	374
Residential Life Fee	
(not required of off-campus residents)	106
Campus Center Program Fee	80
Student Health Insurance (optional)	548
	<u>\$38,018</u>

The first semester bill in the amount of \$19,283 is mailed to all parents in July and is due and payable on or before August 8, 2003. The second semester bill totaling \$18,735 is mailed in December and is due and payable on or before January 9, 2004. All College scholarships, Key Education Resources Payment Plan, and any other cash payments received prior to mailing will appear as credits on the bill.

The fee for the support of various activities of the student body for 2003-04 is determined by the Student Allocations Committee. The \$374 fee is turned over to the Student Allocations Committee for disbursement to more than forty student organizations, clubs, special interest groups and activities. Six dollars of the fee helps to underwrite the Five College Performing Arts Program. This cooperative program entitles students at Amherst College (as well as students at Smith, Hampshire and Mount Holyoke Colleges and the University of Massachusetts) to receive a one-half price ticket discount for all Fine Arts Center sponsored programs. The fee also contributes to the support of the student newspapers, magazines, radio station, yearbook, tutorial and hospital service commitment and student government. In addition to the Student Activities Fee, there is a \$106 Residential Life Fee and a \$80 Campus Center Program Fee which are used to promote all campus programs.

The charge of \$548 appears on the comprehensive bill for twelve months of Accident and Sickness Insurance for the period August 15, 2003, through August 15, 2004. Any clinical services provided on campus at the Amherst College Student Health Service are covered by the comprehensive fee for all Amherst College students. Further details concerning the Student Health Services and the Student Health Insurance Plan appear in the Amherst College Student Handbook.

Guarantee Deposit

Each new student, or former student reentering, is charged a \$175 fee unless this deposit has previously been paid. Included in the \$175 guarantee deposit is a \$25 transcript fee, which provides all students the opportunity to receive transcripts upon request with no additional charge. This part of the fee is a non-refundable charge. The \$150 balance of this deposit is refundable after a student graduates or otherwise leaves the college, less any unpaid charges on his/her account.

Miscellaneous charges such as fees for late registration, extra courses, library fines, lost or damaged property, etc., are payable currently when incurred.

Payment Plans

For those who wish the convenience of monthly payments, arrangements have been made for both pre-payment plans and loan plans, including insurance for continued payment in case of death or disability of the parent. For further details write to: Key Education Resources, 745 Atlantic Avenue, Boston, MA 02111.

Tuition Changes

Despite every effort to maintain College fees at the lowest possible level, it has been necessary to increase the tuition fee at Amherst in each of the past 22 years. Therefore, students and their parents are advised that such increases may well be necessary in subsequent years. The College attempts to notify students of tuition changes as early as possible during the preceding academic year. Financial aid awards will be based on the schedule of fees in effect during the year of the award. Students who may require financial aid as the result of tuition changes are eligible to make application whenever necessary.

Refund Policy

In case of withdrawal before the opening day of a semester, all charges except the Advanced Tuition Deposit will be cancelled. (See also Conduct, page 51.)

Refund of payment for or credit on student accounts in the event of withdrawal are as follows:

TUITION

Period of attendance calculated from day of first scheduled classes:

Fall semester

Prior to September 1		\$14,585
September 2-12	90%	13,127
September 13-28	50%	7,293
September 29-October 25	25%	3,646
October 26 or later		no refund

Spring semester

Prior to January 26		\$14,585
January 27-February 5	90%	13,127
February 6-22	50%	7,293
February 23-March 20	25%	3,646
March 22 or later		no refund

ROOM AND BOARD

Refund shall be made on a per diem basis for any student who withdraws voluntarily or who is dismissed from the College during a semester.

SCHOLARSHIP GRANTS

Scholarship grants are cancelled in full when determining cash refunds.

The officer having general supervision of the collection of tuition and fees and refund policy is the Comptroller.

Financial Aid

IN a sense, every student at Amherst College is on scholarship. Beginning in September 2003, the comprehensive charge for tuition, room and board will be \$36,910, and yet the education of each student costs the College more than \$64,000 per year. General endowment income, gifts and grants to the College supply the difference.

For those students who cannot afford the regular charge, financial aid is available from a variety of sources. Through the years, alumni and friends of the College have contributed or bequeathed capital funds with the income to be used for scholarship and loan assistance to worthy students. Some, such as those designated for candidates for the ministry or for students from certain geographical areas, are restricted in use. For the most part, however, the income from these funds may be used at the discretion of the College.

Each year the alumni of the College through the Alumni Fund contribute a substantial sum for scholarship and financial aid purposes. Several Amherst Alumni Associations also provide special regional scholarships to students from their areas. Such awards are currently sponsored by the Chicago, Connecticut, New York City, Northern California, Northern Ohio, St. Louis, Southern California, and Washington, D.C. Associations. Without these alumni contributions, the College could not maintain its present financial aid program.

Additional financial aid is available to Amherst students from sources outside the College. A number of foundations and corporations grant funds which the College distributes on the basis of financial need. The College also participates in the Federal Work-Study, Pell Grant, Supplemental Educational Opportunity Grant, Direct Stafford/Ford Loan, Perkins Loan, and Direct Parent Loan for Undergraduate Students programs.

Amherst College has a broad financial aid program in which scholarship grants, loans and student employment all play an important part. Over two-fifths of the students receive scholarship grants; more than one-half receive loan and employment assistance.

FINANCIAL AID POLICY AND PROCEDURE

The College grants financial aid only in cases of demonstrated financial need. Students' financial needs are calculated by subtracting from estimated academic year expenses the amount which they and their families may reasonably be expected to supply. Academic year expenses include tuition, room, board and fees, and allowances for books and personal expenses and for transportation. The family contribution is computed in accordance with the need analysis procedures of the College Scholarship Service and amended in individual cases by Amherst College policy. In awarding federal financial aid, the College determines eligibility according to the procedures specified in the Higher Education Act of 1965, as amended. The College assumes that students will assist in financing their education through summer employment and part-time jobs during the college year.

Financial aid awards are generally a combination of scholarship grant and self-help opportunities. Under normal circumstances, after allowances have been made for parental contributions and student contributions from savings and income (usually from summer employment), as much as \$5,050 of an applicant's demonstrated need will be met with a combination of college-year employment and long-term, moderate-interest loans. Within the resources of the

College, a student may expect to receive scholarship and grant aid to cover remaining financial need. Student loans require no payment of principal before graduation from Amherst. The loans are typically repayable on a monthly basis within a ten-year period at a moderate rate of simple interest. Repayment may be deferred for graduate school, and there are various other provisions for deferment and, in some cases, cancellation of student loans.

Receipt of scholarship grants is not contingent upon acceptance of a loan; many students prefer to earn more money during the summer or at college so that not so large a loan is needed. Conversely, students who are unable to meet the summer-earning expectation by reason of unusual circumstances or educational summer-time opportunities or who find it difficult to undertake campus employment may petition for an increase in loan to cover the difference. Outside scholarship awards will be used first to reduce the expected loan and employment parts of a financial aid award. Any excess outside aid may reduce the Amherst scholarship amount, in accordance with the recipient's financial need.

APPLYING FOR FINANCIAL AID

Application for financial aid should be filed by the candidate at the same time as the application for admission, in no case later than the indicated deadlines. Notification of financial aid awards will be made shortly after the time of admission to the College.

To apply for financial aid from the College, a candidate must submit a Financial Aid PROFILE form, to be completed by the candidate and, if dependent, his or her parents and submitted to the College Scholarship Service (CSS) no later than February 1. Supplemental information is required of candidates whose parents own or operate a business or farm, whose parents are separated or divorced, or who are independent of parents' support. Copies of income tax returns are required to verify family financial information. To obtain a Financial Aid PROFILE form, complete the registration process with CSS through the Internet (www.collegeboard.com) or by telephone ((800) 778-6888). Registration guides and worksheets are available from secondary schools or the Office of Financial Aid.

To apply for federal financial aid, a candidate should complete the Free Application for Federal Student Aid (FAFSA) and submit it according to its instructions. The FAFSA may be completed through the Internet (www.fafsa.ed.gov). About four to six weeks after submitting the FAFSA, the federal government will send a Student Aid Report to the candidate.

Candidates for admission under the Early Decision program who are also candidates for financial aid may obtain an early financial aid decision as well, if they have filed the Financial Aid PROFILE form by November 1.

Candidates for transfer who demonstrate financial need are eligible for all financial aid at Amherst College. To be considered, a candidate for transfer to Amherst for the fall semester must file the Financial Aid PROFILE form by February 15 (October 15 for the spring semester).

Students in the upper classes who desire renewal of their financial aid awards or who wish to apply for financial aid for the first time must file applications by April 25. Renewal forms may be obtained in the Office of Financial Aid and should be returned directly there. Students will receive notification of their financial aid awards in July.

WILLIAM M. PREST BEQUEST

The Faculty of Amherst College, at its meeting of February 29, 1972, passed by unanimous vote a resolution that:

... until such time as it votes to the contrary, the income and a portion of the principal of the Bequest of William M. Prest, Class of 1888, will be used to initiate new approaches to the problem of providing appropriate forms of financial assistance to Amherst College students.

First claim on the Prest funds goes to transfer students at Amherst, with special consideration to graduates of junior and community colleges. The balance of the income—and up to five percent of the principal—has been used to inaugurate the William M. Prest Loan Fund, a program of long-term loans at a moderate rate of interest with a graduated repayment schedule that reflects accurately the earnings expectation of college graduates.

STUDENT LOAN FUND

Through the generosity of friends of the College, the Student Loan Fund has been established from which small short-term loans may be made to students who require funds to meet personal emergencies or other needs for which financial aid funds may not be obtained. In accordance with the conditions set by the donors, use of the Student Loan Fund is limited to students in good scholastic standing whose habits of expenditure are economical. The New England Society's Student Loaning Fund (for New England residents) and the Morris Morgenstern Student Loan Fund provide special interest-free loans on the same short-term basis as other student loans.

ADDITIONAL FINANCIAL AID INFORMATION

A more detailed description of the financial aid program, "Financing Amherst," is available upon request from the Admission Office. Additional information is also available from the College's website at www.amherst.edu/~finaid. Questions about the financial aid policy of Amherst College should be directed to the Office of Financial Aid, Amherst College, P.O. Box 5000, Amherst, MA 01002-5000 or finaid@amherst.edu.

IV

GENERAL REGULATIONS

DEGREE REQUIREMENTS



General Regulations

TERMS AND VACATIONS

THE COLLEGE year 2003-04 includes two regular semesters, the first with 13 weeks and the second with 14 weeks of classes. In the fall semester is an October break and a Thanksgiving recess. After the winter recess, there is a January Interterm. In the spring semester there is a vacation of one week.

All official College vacations and holidays are announced on the College Calendar appearing at the beginning of this catalog.

The January Interterm is a three-week period between semesters free from the formal structures of regular classes, grades, and academic credit. It is, in essence, a time when each student may undertake independent study in a subject or area to which he or she might not have access during the normal course of the year.

Students may center their activities on the campus or elsewhere as they choose. They may read, write, paint, compose, or inquire into some question or concern as inclination, ingenuity, and resources permit. They may wish to explore further or more deeply a subject which has aroused their curiosity or about which they wish to know more.

CONDUCT

It is the belief of Amherst College that those engaged in education should be responsible for setting, maintaining, and supporting moral and intellectual standards. Those standards are assumed to be ones which will reflect credit on the College, its students, and its guests.

The College reserves the right to exclude at any time students whose conduct or academic standing it regards as unsatisfactory; in such cases fees are not refunded or remitted in whole or in part, and neither the College nor any of its officers consider themselves to be under any liability whatsoever for such exclusion.

All are expected to conduct themselves in a manner consistent with the principles set forth in the following three statements. Failure to do so may in serious instances jeopardize the student's continued association with the College.

A. STATEMENT OF INTELLECTUAL RESPONSIBILITY AT AMHERST COLLEGE

Preamble

Every person's education is the product of his or her own intellectual effort and participation in a process of critical exchange. Amherst cannot educate those who are unwilling to submit their own work and ideas to critical assessment. Nor can it tolerate those who interfere with the participation of others in the critical process. Therefore, the College considers it a violation of the requirements of intellectual responsibility to submit work that is not one's own or otherwise to subvert the conditions under which academic work is performed by oneself or by others.

Article I Student Responsibility

Section 1. In undertaking studies at Amherst College every student agrees to abide by the above statement.

Section 2. Students shall receive a copy of the Statement of Intellectual Responsibility with their initial course schedule at the beginning of each

semester. It is the responsibility of each student to read and understand this Statement and to inquire as to its implications in his or her specific courses.

Section 3. Orderly and honorable conduct of examinations is the individual and collective responsibility of the students concerned in accordance with the above Statement and Article II, Section 3, below.

Article II Faculty Responsibility

Section 1. Promotion of the aims of the Statement of Intellectual Responsibility is a general responsibility of the Faculty.

Section 2. Every member of the Faculty has a specific responsibility to explain the implications of the statement for each of his or her courses, including a specification of the conditions under which academic work in those courses is to be performed. At the beginning of each semester all members of the Faculty will receive with their initial class lists a copy of the Statement of Intellectual Responsibility and a reminder of their duty to explain its implications in each course.

Section 3. Examinations shall not be proctored unless an instructor judges that the integrity of the assessment process is clearly threatened. An instructor may be present at examinations at appropriate times to answer questions.

B. STATEMENT ON FREEDOM OF EXPRESSION AND DISSENT

Amherst College prizes and defends freedom of speech and dissent. It affirms the right of teachers and students to teach and learn, free from coercive force and intimidation and subject only to the constraints of reasoned discourse and peaceful conduct. It also recognizes that such freedoms and rights entail responsibility for one's actions. Thus the College assures and protects the rights of its members to express their views so long as there is neither use nor threat of force nor interference with the rights of others to express their views. The College considers disruption of classes (whether, for example, by the abridgment of free expression in a class or by obstructing access to the place in which the class normally meets) or of other academic activity to be a serious offense that damages the integrity of an academic institution.

C. STATEMENT ON RESPECT FOR PERSONS

Respect for the rights, dignity and integrity of others is essential for the well-being of a community. Actions by any person which do not reflect such respect for others are damaging to each member of the community and hence damaging to Amherst College. Each member of the community should be free from interference, intimidation or disparagement in the work place, the classroom and the social, recreational and residential environment.

Harassment

Amherst College does not condone harassment of any kind, against any group or individual, because of race, religion, ethnic identification, age, handicap, gender or sexual orientation. Such harassment is clearly in conflict with the interests of the College as an educational community and in many cases with provisions of law.

Sexual Harassment

Amherst College is committed to establishing and maintaining an environment free of all forms of harassment. Sexual harassment breaches the trust that

is expected and required in order for members of an educational community to be free to learn and work. It is a form of discrimination because it unjustly deprives a person of equal treatment. Sexual harassment can injure anyone who is subjected to it, regardless of gender or sexual orientation.

The College's policy on sexual harassment is directed towards behavior and does not purport to regulate beliefs, attitudes, or feelings. It is based on federal and state law, which prohibit certain specific forms of sexual harassment; on the College's Statement on Respect for Persons, which requires that a person's sex and sexual orientation be treated with respect; and on the following statement on sexual harassment passed by the Faculty on May 23, 1985:

Unwelcome sexual advances, requests for sexual favors and other unwelcome verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic work, or participation in social or extracurricular activities; (2) submission to or rejection of such conduct by an individual is used as the basis for decisions affecting the individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or demeaning working, academic or social environment.

The College believes that sexual harassment, besides being intrinsically harmful and illegal, also corrupts the integrity of the educational process.

Because it is possible for one person to act unintentionally in a manner that sexually harasses another, it is imperative that all members of the College community understand what kinds of behavior constitute sexual harassment. Hence, we provide here a general description of sexual harassment.

Sexual harassment occurs when one person attempts to coerce another into a sexual relationship, or to punish a refusal to respond to or comply with sexual advances. Attempts to subject a person to unwanted attention of a sexual character, sexual slurs or derogatory language directed at another person's sexuality or gender also can be forms of sexual harassment. Thus, sexual harassment can include a wide range of behavior, from the actual coercing of sexual relations to the forcing of sexual attentions, verbal or physical, on a non-consenting individual. It is also possible that sexual harassment can occur unintentionally when behavior of a sexual nature has the effect of creating a hostile environment. In some cases, sexual harassment is obvious and may involve an overt action, a threat, or reprisal. In other instances, sexual harassment is subtle and indirect, with a coercive aspect that is unstated.

Sexual harassment also occurs when a position of authority is used to threaten the imposition of penalty or the withholding of benefit unless sexual favors are granted, whether or not the threat is carried out. Sexual harassment, when it exploits the authority the institution gives its employees, or otherwise compromises the boundary between personal and professional roles, is an abuse of the power the College entrusts to them. The potential for sexual harassment exists in any sexual relationship between a student and a member of the faculty, administration or staff. Anyone in a position of authority should thoroughly understand the potential for coercion in sexual relationships between persons who are professionally affiliated. These relationships may involve persons in a position of authority over their colleagues (e.g., tenured faculty and non-tenured faculty; administrators and staff); or they may involve those who teach, advise or supervise students.

Sexual harassment also takes the form of unwanted attention among peers. Sexual harassment by peers may have the purpose or effect of creating an

intimidating, hostile, or demeaning environment. Sexual harassment by peers can occur between strangers, casual acquaintances, hall-mates, and even friends.

Because sexual harassment is a direct violation of the College's "Statement on Respect for Persons," Amherst College will seriously and thoroughly investigate any complaints of sexual harassment and will discipline those found guilty. Any student who believes she or he may be the victim of sexual harassment by a member of the faculty should consult the section on "Seeking Redress in Cases of Sexual Harassment" and "The Resolution of Student Grievances with Members of the Faculty or Administration" in the *Student Handbook*. The *Faculty Handbook* gives further information about grievance procedures. Any student who believes she or he may be the victim of sexual harassment by a peer should consult the student-student grievance procedures in the *Student Handbook*.

Consensual Sexual Relationships Between Faculty Members and Students

Experience has shown that consensual sexual relationships between faculty members and students can lead to harassment. Faculty members should understand the potential for coercion in sexual relationships with students with whom the faculty members also have instructional, advisory or supervisory relationships.

Even when such relationships do not lead to harassment, they can compromise the integrity of the educational process. The objectivity of evaluations which occur in making recommendations or assigning grades, honors, and fellowships may be called into question when a faculty member involved in those functions has or has had a sexual relationship with a student.

For these reasons, the College does not condone and, in fact, strongly discourages consensual sexual relationships between faculty members and students. The College requires a faculty member to remove himself or herself from any supervisory, evaluative, advisory, or other pedagogical role involving a student with whom he or she has had or currently has a sexual relationship. Since the absence of this person may deprive the student of educational, advising, or career opportunities, both parties should be mindful of the potential costs to the student before entering into a sexual relationship.

In cases in which it proves necessary, the Dean of Faculty, in consultation with the Dean of Students and the Chair (or Head) of the relevant department, will evaluate the student's situation and take measures to prevent deprivation of educational and advising opportunities. The appropriate officers of the College will have the authority to make exceptions to normal academic rules and policies that are warranted by the circumstances.

ATTENDANCE AT COLLEGE EXERCISES

It is assumed that students will make the most of the educational opportunities available by regularly attending classes and laboratory periods. At the beginning of the semester, all instructors are free to state the policy with regard to absences from their courses. Thereafter, they may take such action as they deem appropriate, or report to the Dean of Students the names of any students who disregard the regulations announced.

Students are asked to notify the Office of the Dean of Students if they have been delayed at home by illness or family emergencies. They are also requested to report any unusual or unexplained absences from the College on the part of any fellow students.

Students who have been attended at home by a physician should, on the day of their return, report their absence to the Office of the Dean of Students and submit a statement concerning their illness and any recommended treatment to the Student Health Office. Students who are ill at College will normally be attended at the College Health Service or will be referred to the University of Massachusetts Infirmary by the Staff Physician. It is assumed that all students not excused by the College physician are well enough to attend their regular classes.

The responsibility for any work missed due to an illness or other absence rests entirely upon the student.

Details about student health and medical programs are provided in the *Student Handbook*.

RECORDS AND REPORTS

Grades in courses are reported in three categories:

Passing Grades = A+, A, A-, B+, B, B-, C+, C, C-, D, Pass

Failing Grade = F.

Term averages and cumulative averages are reported on a 14-point scale rounded to the nearer whole number. The conversion equivalents are: A+ = 14, A = 13, A- = 12; B+ = 11, B = 10, B- = 9; C+ = 8, C = 7, C- = 6; D = 4, F = 1. A Pass does not affect a student's average.

Grade reports for D and F grades only will be sent to students after the end of the seventh week of classes each semester. A report of all grades and averages will be sent to each student at the end of each semester.

The academic records and averages of Amherst College students completing Five College Interchange courses at Hampshire, Mount Holyoke and Smith Colleges, and the University of Massachusetts will include these courses and grades; no separate transcripts are maintained at the other institutions for Amherst College students.

"Rank in class" will not be used, but transcripts and grade reports will be accompanied by a profile showing the distribution of cumulative averages for students of the same class level in the current and in the previous two years.

Student academic records are maintained by the Registrar's Office and are confidential; information is released only at the request of the student. Partial transcripts are not issued; each transcript must include the student's complete record at Amherst College to date. An official transcript carries an authorized signature as well as the embossed seal of Amherst College.

Transcripts of credit earned at other institutions, which have been presented to Amherst College for admission or transfer of credit, become a part of the student's permanent record but are not issued, reissued, or copied for distribution. With the exception of Five College Interchange courses, grades for courses that were transferred from other institutions are not recorded; credit only is listed on the Amherst transcript. Transcripts for all academic work at other institutions of higher education, including summer schools, should be requested directly from those institutions.

PASS/FAIL OPTION

Amherst College students may choose, with the permission of the instructor, a pass/fail arrangement in two of the 32 courses required for the degree, but not in more than one course in any one semester. The choice of a pass/fail alternative must be made within 14 days after the beginning of the semester and must have the approval of the student's advisor. No grade-point equivalent

will be assigned to a "Pass," but courses taken on this basis will receive either a "P" or an "F" from the instructor, although in the regular evaluation of work done during the semester the instructor may choose to assign the usual grades for work submitted by students exercising this option. First-year students, who have the privilege of withdrawing from one course without grade penalty, and transfer students, who have the privilege of withdrawing from one course during their first semester at Amherst, must take no less than three graded courses in each semester.

EXAMINATIONS AND EXTENSIONS

Examinations are held at the end of each semester and at intervals in the year in many courses. At the end of each semester, final grades are reported and the record for the semester is closed. In conformity with the practice established by the Faculty, no extension of time is allowed for intraterm papers, examinations and incomplete laboratory or other course work beyond the date of the last scheduled class period of the semester, unless an extension is granted in writing by both the instructor and the Class Dean.

A student who is prevented by illness from attending a semester examination may be granted the privilege of a special examination by the instructor and the Class Dean, who will arrange the date of the examination with the instructor. There are no second or make-up semester examinations, unless a student is prevented by illness from taking such an examination at the scheduled time.

A semester examination may be postponed only by approval of the instructor and the Class Dean.

Only for medical reasons or those of grave personal emergency will extensions be granted beyond the second day after the examination period.

VOLUNTARY WITHDRAWALS AND EDUCATIONAL LEAVES

The College has traditionally recognized the educational and personal rewards that many students receive from a semester or two away from the campus. Some departments, especially language departments, strongly encourage or require that students majoring in their department study in a foreign country. Occasionally, faculty members, advisors, or deans may suggest that students withdraw from formal studies to gain fresh perspectives on their intellectual commitments, career plans, or educational priorities. Family circumstances, medical problems, declining motivation, and other factors commonly encountered by students may require that they remain away from the College for more than the usual College vacation periods. The College, therefore, encourages students to consider carefully their situations, to clarify their objectives, and to decide for themselves whether they should temporarily interrupt their study at the College and take voluntary withdrawals or go on educational leaves.

Students who wish to explore the advantages and disadvantages of voluntary withdrawals and educational leaves should confer with their class deans, College and departmental advisors, resident counselors and parents. Some students will also find it beneficial to discuss their situations and tentative plans with the Registrar, the Study Abroad Advisor, the foreign language departments, the Career Center and the Dean of Financial Aid.

Students who go on educational leave from the College usually do so during the junior year, although sophomore year educational leaves are permitted. It is expected that students will spend their senior year at Amherst. To receive academic credit for study elsewhere, students must perform satisfactorily in a

full schedule of courses approved in advance by the Dean of Students Office, the Registrar, and the students' advisors. Students on educational leave from Amherst must enroll at other institutions as visiting non-degree students. (See Transfer Policy statement.)

To ensure that students have ample time for changing their status with the College and to allow the College to maintain full use of its educational facilities, some minimum procedures and deadlines have been instituted. All students considering voluntary withdrawals or educational leaves for the fall semester must notify their class deans and advisors before March 15. Students who may be away from campus for the spring term should notify their dean and advisor before April 15 of the previous year. Students who fail to notify the dean of their plans prior to these deadlines will not be guaranteed housing for the semester in which they prefer to return. Educational leaves usually require a considerable amount of correspondence with other colleges and universities, especially in the case of foreign study. Therefore, students who may wish to go on educational leaves should begin discussing their plans at least a full semester before they expect to be enrolled in another institution.

Students considering educational leaves and withdrawals should also read the next section on Readmission.

Prior to the seventh week of any semester, students may choose to withdraw voluntarily without their final grades being recorded. However, unless granted exemptions for disabling medical reasons or grave personal emergencies by the Committee on Academic Standing or the class deans, students who withdraw after the seventh week of a semester will withdraw with penalty and have final grades for that semester recorded on their permanent academic records. Refunds of tuition, deposits and fees are treated according to the College policy stated on page 45 of this Catalog. When withdrawals have been approved by the class deans and faculty advisors, the deans will specify any readmission requirements in writing and will indicate what academic work, if any, must be completed prior to readmission.

READMISSION

All students requesting readmission after voluntary withdrawals and academic dismissals and all students on educational leaves who wish to return for the fall semester should write to their class deans as early as possible, but before March 15. For students planning to return for the spring semester, the letters should be received by the College before November 1. In most instances, the deans will approve the readmission requests immediately. In some cases, additional information, such as an interview on-campus with a class dean, may be requested. Readmission requests from students seeking to return from academic dismissals and, in some cases, from voluntary withdrawals will be referred to the Committee on Academic Standing. In these cases, detailed letters requesting readmission, accompanied by grade reports of courses taken at an approved college or university, letters from employers, and other documents supporting the readmission requests should be sent to the class deans. Students on educational leaves should simply confirm their intention of returning to the campus before the above stated dates. Failure to meet these deadlines will jeopardize students' opportunities to participate in the student residence room-selection.

TRANSFER POLICY

Amherst College students who are considering transferring to other institutions should understand that the College will not readmit those who choose to

become degree candidates at other colleges and universities. All Amherst College students who transfer to and enroll as degree candidates at other institutions will forfeit their opportunity to re-enroll in the College. Before arranging to transfer, students should discuss their plans and options with their class dean.

Students who plan to attend other colleges and universities while on educational leave or as participants in exchange programs must have explicit written understanding with Amherst College as well as confirmation from host schools that they will be enrolled as visitors, rather than as degree candidates. (See page 65 regarding academic credit from other institutions.)

DELINQUENCIES

At the midpoint and end of each semester, the academic records of all students are reviewed by the class deans and the Committee on Academic Standing. Those students who have clearly shown their unfitness for academic work are dismissed from the College. The academic records of others about whom the Committee has some concern are also carefully examined. Depending on the degree of difficulty a student has experienced, he/she may be regularly reviewed, issued an academic warning or placed on probation. Students who, by failing a course, incur a deficiency in the number of courses required for normal progress toward graduation are expected to make up that course deficiency before being permitted to register for the next academic year. (See Course Requirements, page 60.)

Students belonging to one or more of the following groups may not expect to continue at Amherst College:

- a. Those who in any semester fail in two or more courses. Withdrawal from a course while failing it shall count as a failure.*
- b. Those who in any semester fail a course and receive an average of less than 7 in courses passed.*
- c. Those who in any semester pass all courses but receive an average of less than 6.
- d. Those who have accumulated delinquencies in three or more courses during their college careers.
- e. Those who have been on probation and have failed to meet the conditions of their probation.

Normally, a student dismissed from the College for reasons of unsatisfactory academic performance will not be eligible for readmission until he or she has been away from the College for two semesters. During this time he or she is usually expected to demonstrate readiness for return by completing a semester of approved academic work at another accredited college or university. Conditions for readmission shall be set forth clearly in writing and must be met by the student before he or she can be considered for readmission to the College.

Students taking courses in a summer school to make up a delinquency incurred at Amherst College must have their summer school courses approved in advance by the Registrar. The College does not grant transfer credit for courses completed with a grade below C.

*See Degree Requirements.

ROOMS AND BOARD

Dormitory and house rooms are equipped with bed, mattress, bureau, desk, chairs, and bookcase or shelves. Occupants furnish their own blankets, linen, pillows, and towels, and may provide extra furnishings if they wish, such as rugs, curtains, lamps, etc.; they may not add beds, sofas, lounges, or other furniture of such nature except under certain circumstances. More complete regulations for occupancy are contained in the *Student Handbook*.

All students living in dormitories and houses, except for those students living in the Humphries House cooperative, are required to subscribe to the 21 meals per week plan of Valentine Hall. Valentine Hall is able and willing to accommodate students with special dietary needs. There are no rebates for absence from meals.

Students with unique circumstances who want to live off campus should speak with the dean in charge of housing or their class dean. First-year students, unless specifically excused by the Dean of Students, are required to live in College-owned houses or with relatives.

Degree Requirements

BACHELOR OF ARTS

THE DEGREE Bachelor of Arts is conferred upon students who have satisfactorily met the requirements described below. The plan of studies leading to this degree is arranged on the basis of the equivalent of an eight-semester course of study to be pursued by students in residence at Amherst College.

The degree Bachelor of Arts *cum laude*, *magna cum laude*, or *summa cum laude* (Degree with Honors) is awarded to students who have successfully completed an approved program of Honors work with a department or program.

Other students who satisfactorily meet requirements as indicated below receive the degree, Bachelor of Arts, *rite*.

REQUIREMENTS

Each student is responsible for meeting all degree requirements and for ensuring that the Registrar's Office has received all credentials.

The Bachelor of Arts degree is awarded to students who:

1. Complete 32 full semester courses and four years (eight semesters) of residence,* except that a student who has dropped a course without penalty during the first year, or who has failed a course during the first or second year, shall be allowed to graduate, provided he or she has been four years in residence at the College and has satisfactorily completed 31 full courses.

*In exceptional cases, a student with at least six semesters of residence at Amherst and at least 24 courses, excluding summer school courses not taken as make-up work or recognized as part of a transfer record, may apply for early graduation. Students seeking to graduate before they have satisfied the normal 32-course requirement will have the quality of their achievement thoroughly evaluated. The approval of the student's advisor, department, the Dean of Faculty, the Committee of Six, and finally the Faculty must be received to be granted the status of candidate for the degree.

Transfer students must complete 32 full semester courses or their equivalent, at least 16 of them at Amherst, and at least two years of residence at Amherst, except that a transfer student who has dropped a course without penalty during his or her first semester at Amherst shall be allowed to graduate with one less full course.

2. Complete the requirements for a major in a department or a group of departments including a satisfactory performance in the comprehensive evaluation.

3. Attain a general average of 6 in the courses completed at Amherst and a grade of at least C in every course completed at another institution for transfer credit to Amherst.

COURSE REQUIREMENTS

All students except Independent Scholars are required to elect four full courses each semester and may elect an additional half course. The election of a half course in addition to the normal program is at the discretion of the student and without special permission. A student may not elect more than one half course in any semester except by consent of his or her class dean and the departments concerned. In such cases the student's program will be three full courses and two half courses. Half courses are not normally included in the 32-course requirement for graduation.

In exceptional cases a student may, with the permission of both his or her academic advisor and class dean, take five full courses for credit during a given semester. Such permission is normally granted only to students of demonstrated superior academic ability, responsibility, and will. Fifth courses cannot be used to accelerate graduation. On occasion, a student who has failed a course may be permitted to take a fifth course in a given semester if, in the judgment of the Committee on Academic Standing, this additional work can be undertaken without prejudice to the student's regular program.

Also in exceptional cases a student may petition the Dean of Students at the time of admission or prior to the beginning of any semester for permission to enroll in a program of three courses per semester for any number of semesters of his or her enrollment at Amherst. Such permission may be granted only for reasons of physical disability (e.g., for students who have serious visual or hearing impairments) or compelling family responsibility (e.g., for students who are parents and have custodial responsibility for their children). In such cases, the student may be granted permission to spend as many as two additional semesters at Amherst College and to graduate with no fewer than 31 courses.

A student who by failing a course incurs a deficiency in the number of courses required for normal progress toward graduation is usually expected to make up that course deficiency by taking a three or four semester hour course at another approved institution during the summer prior to the first semester of the next academic year. (See additional information under Delinquencies, page 58.)

A student may not add a course to his/her program after the fourteenth calendar day of the semester, or drop a course after this date except as follows.

First-year students who experience severe academic difficulty may petition the Dean of New Students for permission to drop one course without penalty during their first year. The Dean of New Students, in consultation with the instructor and advisor, will decide on the basis of the student's educational needs whether or not to grant the petition. Petitions to withdraw from a course will normally be accepted only during the sixth, seventh, and eighth weeks of either the first or the second semester. Exceptions to this rule shall be made only

for disabling medical reasons or reasons of grave personal emergency, and shall be made only by the Dean of New Students.

Transfer students may petition their Class Dean to drop one course without penalty during the sixth, seventh, and eighth weeks of their first semester at Amherst. They must follow the petition procedure described above. The Class Dean, in consultation with the student's instructor and advisor, will decide whether or not to grant this petition.

For sophomores, juniors, and seniors, exceptions to the rule prohibiting the dropping of a course after the fourteenth calendar day of the semester shall be made only for disabling medical reasons or reasons of grave personal emergency, and shall be made only by the Dean of Students in consultation with the student's Class Dean.

Courses taken by a student after withdrawing from Amherst College, as part of a graduate or professional program in which that student is enrolled, are not applicable toward an Amherst College undergraduate degree.

THE LIBERAL STUDIES CURRICULUM

Under a curriculum adopted in 1976, first-year students are required to take a First-Year Seminar. Each First-Year Seminar is planned and taught by one or more members of the Faculty, who develop innovative and often interdisciplinary approaches to a range of special topics. The subject matter of the courses varies, reflecting the concerns of the Faculty members who devise them. The courses offered for 2003-04 are described on pages 69-75.

Through these courses, first-year students are exposed to the diversity of learning that takes place at the College. They get a sample of the nature of the institution and what actually takes place in the College: what people do at Amherst and how they do it.

Amherst's liberal studies curriculum is based on a concept of education as a process or activity rather than a form of production. The curriculum provides a structure within which each student may confront the meaning of his or her education, and does it without imposing a particular course or subject on all students. Students are encouraged to continue to seek diversity and attempt integration through their course selection and to discuss this with their advisors.

Under the curriculum, most members of the Faculty serve as academic advisors to students. Every student has a College Advisor until he or she declares a major, no later than the end of the sophomore year; thereafter each student will have a Major Advisor from the student's field of concentration. As student and advisor together plan a student's program, they should discuss whether the student has selected courses that:

- provide knowledge of culture and a language other than one's own and of human experience in a period before one's lifetime;
- analyze one's own polity, economic order, and culture;
- employ abstract reasoning;
- work within the scientific method;
- engage in creative action—doing, making and performing;
- interpret, evaluate, and explore the life of the imagination.

THE MAJOR REQUIREMENT

Liberal education seeks to develop the student's awareness and understanding of the individual and of the world's physical and social environments. If one essential object in the design of education at Amherst is breadth of under-

standing, another purpose, equally important, is mastery of one or more areas of knowledge in depth. Upperclassmen are required to concentrate their studies—to select and pursue a major—in order to deepen their understanding; to gain specific knowledge of a field and its special concerns, and to master and appreciate the skills needed in that disciplined effort.

A major normally consists of at least eight courses pursued under the direction of a department or special group. A major may begin in either the first or second year and must be declared by the end of the second year. Students may change their majors at any time, provided that they will be able to complete the new program before graduation.

The major program can be devised in accordance with either of two plans:

DEPARTMENTAL MAJORS

Students may complete the requirement of at least eight courses within one department. They must complete at least six courses within one department and the remaining two courses in related fields approved by the department.

Some Amherst students may wish to declare a major in more than one department or program. This curricular option is available, although it entails special responsibilities. At Amherst, departments are solely responsible for defining the content and structure of an acceptable program of study for majors. Students who elect a double major must present the signatures of both academic advisors when registering for each semester's courses and they must, of course, fulfill the graduation requirements and comprehensive examinations established by two academic programs. In addition, double majors may not credit courses approved for either major toward the other without the explicit consent of an announced departmental policy or the signature of a departmental chairperson. In their senior year, students with a double major must verify their approved courses with both academic advisors *before* registering for their last semester at the College.

INTERDISCIPLINARY MAJORS

Students with special needs who desire to construct an interdisciplinary major will submit a proposed program, endorsed by one or more professors from each of the departments concerned, to the Committee on Academic Standing and Special Majors. Under ordinary circumstances, the proposal will be submitted during the first semester of the junior year and not under any circumstances later than the eighth week of the second junior semester. The program will include a minimum of six upper-level courses and a thesis plan. Upon approval of the program by the Committee on Academic Standing and Special Majors, an ad hoc advisory committee of three professors appointed by the Committee will have all further responsibility for approving any possible modifications in the program, administering an appropriate comprehensive examination, reviewing the thesis and making recommendations for the degree with or without Honors. Information on preparation, form, and submission of proposed interdisciplinary programs is available in the Office of the Dean of Students.

A part of the major requirement in every department is an evaluation of the student's comprehension in his or her major field of study. This evaluation may be based on a special written examination or upon any other performance deemed appropriate by each department. The mode of the evaluation

need not be the same for all the majors within a department, and, indeed, may be designed individually to test the skills each student has developed.

The evaluation should be completed by the seventh week of the second semester of the senior year. Any student whose comprehension is judged to be inadequate will have two opportunities for reevaluation: one not later than the last day of classes of the second semester of the senior year, and the other during the next college year.

DEGREE WITH HONORS

The requirements for graduation with a degree with honors beginning with the Class of 2004 will be as follows:

The degree Bachelor of Arts with Honors is awarded at graduation to students whose academic records give evidence of particular merit. Latin Honors are awarded to students completing a thesis within their major department or program. English honors are awarded to students solely on the basis of performance in course work. The awarding of both Latin and English honors will be made by the Faculty of the College, and will appear on the diploma. In making such awards, the Faculty will observe the following guidelines:

Latin Honors

1. Candidates eligible for the degree *summa cum laude* must have a minimum overall grade point average in the top 25% of their class and have received a recommendation of *summa* based on a thesis or comparable work from a department or program in which they have majored. In addition, the theses of candidates for the degree *summa cum laude* will be reviewed by the Committee of Six, who will transmit its recommendation to the Faculty. Candidates will also have their entire records reviewed by the Dean of the Faculty and the Committee of Six, who will transmit their recommendations to the Faculty.

2. Candidates eligible for the degree *magna cum laude* must have a minimum overall grade point average in the top 25% of their class and have received a recommendation of *magna* based on a thesis or comparable work from a department or program in which they have majored. Although each department or program may define additional criteria upon which it will base its recommendation, the candidate must submit a thesis or comparable work that is judged by the department or program to be of *magna* quality.

3. Candidates eligible for the degree *cum laude* must have received a recommendation of *cum* based on a thesis or comparable work from a department or program in which they have majored. Although each department or program may define additional criteria upon which it will base its recommendation, the candidate must submit a thesis or comparable work that is judged by the department or program to be of *cum* quality.

English Honors

Candidates eligible for English Honors—a degree with Distinction—must have an overall grade point average in the top 25% of their class.

INDEPENDENT STUDY

A limited number of students who elect to do so may participate in an Independent Study Program, usually in the junior or senior years in lieu of a traditional major program. Participants are chosen by the four-member Faculty Committee on Academic Standing and Special Majors, which includes the

Dean of Students, after nomination for the program by a member of the Faculty. Independent Scholars are free to plan a personal program of study under the direction of a tutor, chosen by the student with the advice and consent of the Committee. The tutor provides the guidance and counsel necessary to help the student attain the educational objectives he or she has set. The tutor and one or more other members of the Faculty familiar with the student's work will ultimately assign a comprehensive grade and provide a detailed, written evaluation of the student's performance which will become part of the individual's formal record at Amherst College. Grades in such regular courses as the student may elect will be taken into account in assigning the comprehensive grade, and the student is eligible for a degree with Honors, as well as all other awards and distinctions.

FIELD STUDY

The Faculty has instituted a program of Field Study under which students may pursue a course of study away from Amherst for either one or two semesters. Students are admitted to the program by the Committee on Academic Standing and Special Majors after approval of their written proposal and are assigned a Field Study Advisor chosen from the Faculty.

Upon being admitted to Field Study, students become candidates for the degree of Bachelor of Arts with Field Study, which is normally attained in four and one half or five years. During the first semester in residence at Amherst after the period of Field Study, students must take a Special Topics course, normally with their Field Study Advisor, in which they draw on both their experience of Field Study and further investigation relating to it. Students may also pursue a related Special Topics course in the semester before they enter their program of Field Study.

Students pursuing a two-semester plan of Field Study will be allowed to continue after the first semester only upon providing evidence to the Committee that they are satisfactorily carrying out their program. No student shall begin study in the field later than the first semester of the senior year.

Students pursuing Field Study shall maintain themselves financially in the field, and during the period shall pay a Field Study fee of \$50 to the College in lieu of tuition.

The transcript of a student who has undertaken Field Study shall include a short description and appraisal by the Field Advisor of the student's project and of the related Special Topics course.

FIVE COLLEGE COURSES

Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts have for some time combined their academic activities in selected areas for the purpose of extending and enriching their collective educational resources. Certain specialized courses not ordinarily available at the undergraduate level are operated jointly and open to all. In addition, students in good standing at any of the five institutions may take a course, without cost, at any of the other four if the course is significantly different from any offered on their own campus and they have the necessary qualifications.

The course must have a bearing on the educational plan arranged by the student and his or her advisor. Professional, technical and vocational courses are not generally open for Five College interchange credit. Those courses accrue credit toward degrees other than the Bachelor of Arts degree which is offered at Amherst College. Individual exceptions must be approved by both advisor

and Dean of the Faculty on the basis of the student's complete academic program at the College.

The Premedical Committee reminds health preprofessional students that required courses (biology, chemistry, mathematics, physics) should normally be taken at Amherst College and not at other Five College institutions.

To enroll in a Five College course, an Amherst student must have the approval of his or her advisor and the Dean of the Faculty. Only under special circumstances will permission be granted by the advisor and the Dean of the Faculty for an Amherst student to enroll in more than two Five College courses per semester. If permission to enroll in a course is required for students of the institution at which the course is offered, students from the other Five Colleges must also obtain the instructor's permission to enroll.

Free bus transportation among the five institutions is available for interchange students.

Students interested in such courses will find current catalogs of the other institutions at the Loan Desk of the Library and at the Registrar's Office. Application blanks may be obtained from the Registrar's Office.

Other aspects of Five College cooperation are described in the *Student Handbook*.

ACADEMIC CREDIT FROM OTHER INSTITUTIONS

Amherst College does not grant academic credit for work completed at other institutions of higher education unless it meets one of the following criteria: (1) each course offered as part of a transfer record has been completed and accepted by the College prior to matriculation at Amherst; (2) the work is part of an exchange program of study in the United States or abroad approved in advance by a Dean of Students and the Registrar; or (3) the work has been approved by the Registrar as appropriate to make up a deficiency deriving from work not completed or failed at Amherst College (see Delinquencies).

COOPERATIVE DOCTOR OF PHILOSOPHY

A cooperative Doctor of Philosophy program has been established by Amherst, Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts. The degree is awarded by the University of Massachusetts, but some, perhaps much—and in a few exceptional cases even all—of the work leading to the degree might be done in one or more of the other Institutions.

When a student has been awarded a degree under this program, the fact that it is a cooperative doctoral degree involving Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts will be indicated on the diploma, the permanent record, and all transcripts, as well as on the commencement program.

The requirements for the degree are identical to those for the Ph.D. degree at the University of Massachusetts except for the statement relating to "residence." For the cooperative Ph.D. degree "residence" is defined as the institution where the dissertation is being done.

Students interested in this program should write to the Dean of the Graduate School at the University of Massachusetts. However, a student who wishes to work under the direction of a member of the Amherst Faculty must have the proposal approved by the Dean of the Faculty of Amherst College and by the Amherst Faculty Committee of Six.

V

COURSES OF INSTRUCTION



Courses of Instruction

COURSES are open to all students, subject only to the restrictions specified in the individual descriptions. Senior Honors courses, usually open only to candidates for the degree with Honors, are numbered 77 and 78, and Special Topics courses are numbered 97 and 98. All courses, unless otherwise marked, are full courses. The course numbers of double courses and half courses are followed by D or H.

SPECIAL TOPICS COURSES

Departments may offer a semester course known as Special Topics in which a student or a group of students study or read widely in a field of special interest. It is understood that this course will not duplicate any other course regularly offered in the curriculum and that the student will work in this course as independently as the director thinks possible.

Before the time of registration, the student who arranges to take a Special Topics course should consult the instructor in that particular field, who will direct the student's work; they will decide the title to be reported, the nature of the examination or term paper, and will discuss the preparation of a bibliography and a plan of coherent study. All students must obtain final approval of the Department before registration. Two Special Topics courses may not be taken concurrently except with the prior approval of the Student's Class Dean.

FIRST-YEAR SEMINARS: THE LIBERAL STUDIES CURRICULUM

During 2003-04, Faculty members in groups of one or more will teach 20 First-Year Seminars. Every first-year student must take one of these courses during the first semester. They are open only to Amherst College first-year students.

01. Beauty. When I say "this is beautiful," I say something important. This importance lies in the meaning of the enigmatic term "beautiful." If I describe something or someone as "beautiful," I infuse it with great significance. What do we mean by "beautiful"? What is the importance of beautiful things, events or people for those of us who behold them? Does beauty give life meaning or is the ultimate meaning of life obscured by beautiful things?

"Beauty" is both an idea and a feeling. As an idea, it is a companion of such important notions as truth, justice, virtue, goodness and so on. As a feeling, it is a companion of important, yet often suspect, passions and desires. We both contemplate and enjoy beautiful things, and so beauty lives in two very different places: the mind and the heart. From out of this double citizenship, beauty has lived a complex history of controversy ranging from praise of beauty's transformative force to fear of its destructive power. We will study this controversy through various sources from literature, psychology, art history, theology and philosophy. Numerous issues will cluster around our study, including love, justice, the body, art, and the good life, all of which draw beauty out into the center of life's meaning.

Our goal is to come to an appreciation of beauty in its complexity.
First semester. Visiting Lecturer Drabinski.

02. Science and Gender. What can science tell us about gender? Can we depend on science, a particular set of practices and a body of knowledge, to give us the truth about gender—about what is male or female, masculine or feminine?

We will start with an exploration of gender stereotypes—beliefs about the characteristics, abilities, traits and behaviors that distinguish women and men. We will then examine the empirical investigations and scientific theories from the fields of biology and psychology that purport to describe and explain gender differences. We will consider, for example, gender identity, sexual orientation, cognitive abilities, parenting, friendship, moral development and gender in cyberspace. Here we will study the interwoven contributions of biology, environment and evolution. We will encounter arguments that sex differences are large, that they are small if they occur at all, that they are fixed and stable properties of individuals, that they vary by situation and context. We will attempt to make sense of these conflicting contentions by looking closely at the nature of the evidence, by considering the political and social contexts in which gender differences and similarities are studied, and by questioning whether the doing of science is itself a gendered activity.

The course will draw on scientific literature from the fields of evolutionary psychology, behavioral endocrinology, developmental biology, genetics and developmental psychology.

First semester. Professors C. McGeoch and Olver.

03. Evolution and Intellectual Revolution. Few thinkers have had such a broad and deep influence on their subject as Charles Darwin has had on biology; few scientific theories have had larger effects on western culture than his theory of evolution by natural selection. This course examines the Darwinian theory of evolution, its genesis and its influence. In so doing, we will study Darwin's career, the scientific and non-scientific background to his work, and the debate over evolution as it was conducted in Darwin's time and as it persists to the present day.

First semester. Professor Servos.

04. The Japanese Aesthetic: From Samurai to Sony. Soon after the opening of Japan to the West in the mid-nineteenth century, "things Japanese" became objects of fascination among artists, collectors and even the general public in Europe and the United States. The impact of a Japanese aesthetic was immediately seen in painting, architecture and the decorative arts. To this day Japan continues to influence the arts and design in the West. However, Japanese conceptions of what makes their culture unique and images of Japan familiar in the West often have little in common. How to define the Japanese aesthetic has long troubled scholars in Japan and abroad. Is there a Japanese aesthetic? If so, how can it be defined? Through a series of case studies we will attempt to answer these questions. The seminar will examine a number of cultural phenomena considered to be definitive expressions of the Japanese aesthetic such as samurai, geisha, the tea ceremony and Zen. Examples from Japanese film, literature, art, fashion and commercial design will also be used to facilitate our exploration of Japanese art and culture. The course will consist of assigned readings, lecture, discussion and frequent writing.

First semester. Professors Caddeau and Morse.

05. Memory. What is memory? Most people think they know. But why do we remember some things (like insults) more accurately and vividly than others (like where we left our keys)? Why are we sometimes wrong? Is there a difference

between forgetting and failing to recall? How is memory defined by those who study it through scientific experiment? How are brain structures involved in memory? How reliable is eyewitness testimony?

How does the fallibility of memory affect the efforts of historians to write about the past? Does history consist of what is remembered, or what is constructed to serve present needs? How valid are historians' claims to serve as the memory of society?

What roles does memory play in the creative work of artists? Is it simply raw material for them? If they take liberties with what they remember, can they still "write truly"? What do they stand to lose by altering "the truth"?

In writing autobiography, is the author chiefly a historian, or an artist, or something else, perhaps a witness? How does selective memory work in autobiographical writing?

The course draws on a wide variety of scholarly and creative work to let students respond to such questions, and raise others, in a series of essays, experiments and practicums. The course ends with a reading of Vladimir Nabokov's *Speak Memory: An Autobiography Revisited*.

First semester. Professor Czap and Dean Snively.

06. Drugs: History, Society and Culture. This course examines the changing ways that human beings have used psychoactive drugs and societies have controlled that use. After examining drug use in broad historical and cross-cultural perspectives and studying the physiological and psychological effects of different drugs, we look at the various ways in which contemporary societies both encourage and seek to control drug use. Among the issues we address are the drug war, the disease model of drug addiction, the proliferation of prescription drugs, the images of drug use in popular culture, and America's complicated history of alcohol control. Above all, we examine the contradictions of a society that energetically both promotes and represses drug use.

First semester. Professors Couvares and Himmelstein.

07. The Art of Mathematical Thinking. Emphasizing the view of mathematics as an artistic endeavor requiring creativity and imagination, the course will invite students to explore some of the great ideas of modern mathematics. The course will begin with a number of classic puzzles and games. Students will investigate these conundrums collaboratively and, through experimentation, find their own solutions. Motivated by these discoveries, fundamental questions about infinity, finding numerical patterns in nature, symmetry, making and breaking codes, knots and links, chaos and fractals, and surprising chance occurrences will arise. Students will choose which topics to investigate as a class and which to pursue in individual and small group projects.

First semester. Professor Goldstine.

08. War. This seminar investigates war from approximately 1700 to the present, with special attention to the causes and consequences of late twentieth and early twenty-first century warfare. Topics to be examined include: the transformative impact of technology (e.g., more efficient guns, new surveillance capabilities, air power, and weapons of mass destruction) on military tactics and strategy as well as on the concept of a "just war," war and human rights (particularly the problem of war crimes and of non-combatant fatalities); the relationship of international law to war; the problem of representing and remembering wars past; the role of women and gender in military organization and culture; and war and peace in an era of globalization and of increasing scarcity of key resources. Our scope will be global and a range of conflicts will

be considered, if not exhaustively covered. We will draw on a diverse array of sources, including social and military history, literature, women's studies, popular culture, and international human rights and refugee reportage.

First semester. Professors Brandt and Hunt.

09. National Identity. This course explores the many meanings of national identity for individuals and for collectivities. Among the questions we will ask are: What are the roots of ethnic solidarity? How have national states been created as both cultural and political communities? How has the concept of national citizenship been variously defined? How have sovereign states responded to ethn-national diversity within their borders? These questions and others will be addressed comparatively. To this end, we will focus in particular upon a comparison of French, German and American concepts of citizenship; an examination of tensions between state and nation in Israel and India; and a consideration of the issues of race, ethnicity and immigration in the United States.

First semester. Professors Babb and Levin.

10. Terror. Attacks in Oklahoma City, at the World Trade Towers, at American embassies in Africa, and in many other places throughout the world constitute basic popular images of terrorist acts. Because these images generally invoke a sense of fanaticism, the hate of modernity or an apocalyptic vision rooted in religious radicalism, there is a tendency to automatically demonize those who resort to terrorist violence. But what constitutes terrorist violence? Is it the intentional killing of civilians? What about the deaths of civilian populations caused by stray bombs? Can terrorism ever be explained by conditions of utmost hopelessness or extreme social injustice? Can we ever justify terrorism? The purpose of this course will be to situate terrorist acts within the global context, historically, politically and morally. We will discuss terrorist actions committed not only by oppressed groups, separatist movements and radicals seeking political changes, but also by totalitarian and liberal states. The theoretical readings will include Aristotle, Hegel, Sorel, Arendt, Koestler, Fanon and Walzer.

First semester. Professor Machala.

11. Life in Extreme Environments: Past, Present and Planetary. When Orson Welles broadcast a radio dramatization of H.G. Wells' "War of the Worlds," panic broke out among listeners who believed we were under attack from Mars. Sixty years later, Hollywood is still enamored by the concept of extraterrestrials, but how likely is such a scenario? In this seminar we will explore the possibility of life beyond Earth using the scientific method—a way of knowing about the natural world based on reproducible observations and experiments. Science tells us that the most likely inhabitants elsewhere are also the first to have appeared nearly four billion years ago in extreme environments on this planet: the microbes. Today microbial communities that thrive in harsh habitats (hydrothermal systems, high radiation fields, ice, anoxic habitats, acidic waters, brines) provide analogs for astrobiological study and offer insights into the origin of life here. It has even been suggested that certain bacteria can handle the vacuum of space and may have been carried here on meteorites or comets from other worlds. This course will examine the profound effects these microbes have had on our environment: initiating an oxygenated atmosphere, providing key nutrients, and metabolizing organic pollutants. Students will also have the opportunity to explore some basic field and laboratory techniques for identifying these remarkable organisms.

First semester. Professors George and Martini.

12. Friendship. An inquiry into the nature of friendship from historical, literary and philosophical perspectives. What are and what have been the relations between friendship and love, friendship and marriage, friendship and erotic life, friendship and age? How do men's and women's conceptions and experiences of friendship differ? Readings will be drawn from the following: *The Epic of Gilgamesh*; Plato's *Symposium* and *Phaedrus*; selections from the Bible and Aristotle's *Nicomachean Ethics*; essays by Montaigne, Emerson and C.S. Lewis; Mill's *On the Subjection of Women*; Whitman's poetry; Jewett's *The Country of the Pointed Firs*; Morrison's *Sula*; Truffaut's *Jules and Jim* and Herzog's *My Best Fiend*.

First semester. Professor Townsend.

13. Eros and Insight. What would it be like to experience yourself, those around you, and the world through deliberate and disciplined contemplation?

This seminar will define and then explore contemplative knowing as attentiveness, openness and the act of sustaining contradiction. By this means we will seek common ground between the seemingly opposed realities of art and science, *erôs* and insight. We will conclude by re-imagining together Plato's famous *Symposium* on the question of love.

First semester. Professors Upton and Zajonc.

14. Western American Lives: Personal Narratives as Public History. Through close readings of memoirs written by a wide range of western Americans during the twentieth century, this course explores the ways in which personal histories function as cultural histories. Reading authors as diverse as Nat Love and Leslie Marmon Silko, Maxine Hong Kingston and Richard Rodriguez, Joan Didion and Wallace Stegner, we will consider the writers as both storytellers and historians as we look at how each has tried to fashion a place for him or herself within the broader social and political spaces of the American West. We will look at the utility of family stories and a sense of place in a region marked by constant movement, and consider the impact of popular myth on westerners' own sense of self. Finally, we will also consider other ways of assessing personal experiences through an examination of census records, family snapshots and other documents.

First semester. Professor Sandweiss.

15. Secrets and Lies. Politics seems almost unimaginable without secrecy and lying. From the noble lie of Plato's *Republic* to the controversy about former President Clinton's "lying" in the Monica Lewinsky case, from the use of secrecy in today's war against terrorism to the endless spinning of political campaigns, from President John Kennedy's behavior during the Cuban missile crisis to cover-ups concerning pedophile priests in the Catholic church, from Freud's efforts to decode the secrets beneath civilized life to contemporary exposés of the private lives of politicians, politics and deception seem to go hand-in-hand. This course investigates how the practices of politics are informed by the keeping and telling of secrets, and the telling and exposing of lies. We will address such questions as: When, if ever, is it right to lie or to breach confidences? When is it right to expose secrets and lies? Is it necessary to be prepared to lie in order to advance the cause of justice? Or, must we do justice justly? When is secrecy really necessary and when is it merely a pretext for Machiavellian manipulation? Are secrecy and deceit more prevalent in some kinds of political systems than in others? As we explore those questions we will discuss the place of candor and openness in politics and social life; the relationship between the claims of privacy (e.g., the closeting of sexual desire) and secrecy and deception in public arenas; conspiracy theories as they are applied to politics; and the importance of

secrecy in the domains of national security and law enforcement. We will examine the treatment of secrecy and lying in political theory as well as their appearance in literature and popular culture, for example *Mr. Smith Goes to Washington*, *Primary Colors*, *Schindler's List* and *The Insider*. Students taking this First-Year Seminar may not take Political Science 03.

First semester. Professor Sarat.

16. Performance. This course will explore the basic elements of performance as an art form, including the relationship between action and environment, time and space, and perception and memory on the stage. Students will attend a broad range of performances, from traditional theater and opera to contemporary dance and installation work, and record their understanding of what they have seen in weekly papers. In addition, readings and videos will serve not only as a springboard for class discussion but also as a starting point for a final project. Folklore texts from a variety of cultures will provide a narrative framework for the creation of designs or performance pieces, allowing students to develop and adapt their ideas within established contexts.

First semester. Professor Emeritus Birtwistle.

17. Pariscape: Imagining Paris in the Twentieth Century. In the hundred years that separate the inaugurations of Eiffel's tower (1889) and that of Pei's pyramidal entrance to the Louvre (1989), Paris has been one of the exemplary sites of our urban sensibility, a city that has indelibly and controversially influenced the twentieth-century imagination. Poets, novelists and essayists, painters, photographers and film-makers: all have made use of Paris and its cityscape to examine relationships among technology, literature, city planning, art, social organizations, politics and what we might call the urban will. This course will study how these writers and visual artists have seen Paris, and how, through their representations, they created and challenged the "modernist" world view.

In order to discover elements of a common memory of Paris, we will study a group of writers (Apollinaire, Calvino, Stein, Hemingway and others), philosophers and social commentators (Simmel, Benjamin, Barthes), filmmakers (Clair, Truffaut, Tati and others), photographers (Atget, Brassai), painters (Picasso, Delaunay, Matisse and others), and architects (Piano and Pei). Finally, we will look at how such factors as tourism, print media, public works, immigration and suburban development affect a city's simultaneous and frequently uncomfortable identity as both a geopolitical and an imaginative site.

First semester. Professor Rosbottom.

18. The Arts of Spain, From the *Siglo de Oro* to Saura. We begin with Goya, from royal commissions to the harrowing "pinturas negras." Other artists to be considered include Casas, Rusinyol, Gaudí, Picasso, Miró, Tapiés, Almodóvar and Saura. Although the primary focus will be visual arts (painting, prints, architecture, film), we will consider poetry (García Lorca), music and dance (*zarzuelas*, flamenco) and religious rituals. We will address the diversity of Spain's political, linguistic and cultural centers, and consider how this complicates any discussion of nationalism or a Spanish "mentality." We will address the importance of concepts like *machismo* and *duende*, the legacy of literary themes and characters (La Celestina, Don Quijote), as well as the "anxiety of influence" toward Golden Age giants like Velázquez and Zurbarán. Our period was marked by conflict: an empire lost, the defeat by Napoleon, civil war. Holy wars, anti-clerical insurrections, economic vicissitudes, all came into play as did battles waged in nature's realm, the cosmic order. We close with the artistic efflorescence of Spain's nascent democracy. We will have a field trip to the

Boston Museum of Fine Arts, which holds the most extensive collection of Goya works on paper outside of the Prado.

First semester. Professor Staller.

19. The Trial. If media coverage is any evidence, it is clear that legal trials capture, and have always captured, the imagination of America. Trials engage us aesthetically and politically by dramatizing difficult moral and social predicaments and by offering a public forum for debate and judgment. They also “perform” law in highly stylized ways that affect our sense of what law is and does. This course will explore the trial from a number of different angles: as an idea, as a legal practice, and as a modern cultural phenomenon. What does it mean to undergo a “trial”? How do various historical trial forms—trial by ordeal or by oath, for example—compare with our contemporary adversarial form? What narrative and structuring roles do trials play in literature and film? How do popular renderings of trials in imaginative texts and the media compare with actual trial practice, and perhaps encourage us to sit in judgment on law itself? In what ways do well-known trials help us to tell a story about what America is? In addressing these questions, this course will examine a variety of texts: legal cases, historical and sociological materials, literary texts (perhaps Aeschylus’ *Oresteia*, *Sir Gawain and the Green Knight*, and Kafka’s *The Trial*), films (*Anatomy of a Murder*, *Twelve Angry Men*), television (Court TV) and perhaps an actual trial.

First semester. Professor Umphrey.

20. Novels, Plays and Poems. Why does any writer—an Amherst College student, Philip Roth, Emily Dickinson, William Shakespeare—say what he or she says one way rather than another? And what in the expression itself makes a story, a play, a poem effective, something a reader might care about, be moved or delighted by? We will try to answer these questions by reading major examples of each genre, including much recent work, with close and sustained attention to details of expressive language.

First semester. Senior Lecturer von Schmidt.

AMERICAN STUDIES

Professors Clark, Couvares (Chair), Dizard†, Guttman†, Levin, Sánchez-Eppler, Sandweiss, and K. Sweeney*; Assistant Professors Basler and Ferguson.

The core premise of American Studies is disarmingly simple: no discipline or perspective can satisfactorily encompass the diversity and variation that have marked American society and culture from the very beginning. This premise invites majors to craft their own distinctive way of coming to terms with America. Some will favor sociological, historical or economic interpretations; others will be drawn to literary or visual modes of interpretation. However individual majors fashion their courses of study, each major engages with one or more of the department’s faculty in an ongoing discussion of what is entailed in the study of American society. This discussion culminates in the choice of a topic for the senior essay. The topic may emerge organically from the courses a major has selected or it may arise out of a passionate engagement with a work of fiction, a curiosity about a historical event, or a desire to understand the persistence of

*On leave 2003-04.

†On leave first semester 2003-04.

a social problem. Whatever the substantive focus, the senior essay affords majors the opportunity to reflect on what they have learned, refine their analytic and expository skills, and put all this to the test of making sense of some aspect of American society and culture.

The diversity of course selections available to majors ensures that they gain a heightened awareness of the history and present state of the peoples and social forces which constitute American society. Race, class, ethnicity and gender figure centrally in our courses, whether they are treated historically, sociologically or aesthetically. Majoring in American Studies offers students great latitude as well as the opportunity to work closely with a faculty advisor in the senior year on a specific topic.

Major Program. The Department of American Studies assists the student through the following requirements and advising program:

Requirements: American Studies 11 and 12 are required of all majors. Students may also fulfill this requirement by taking American Studies 11 or American Studies 12 twice when the topic changes. In addition, all majors will take American Studies 68, the junior Seminar, and, in the senior year, American Studies 77 and 78 in order to write an interdisciplinary essay on an aspect of American experience. Ideally, majors take these courses in order, but study abroad or other contingencies may make this impossible in individual cases.

Students also take seven other courses about American society and culture. At least three of these courses should be in one department or concentrated on a single theme. At least three of the seven courses should be devoted largely to the study of a period before the twentieth century. Since the topics of American Studies 11 and 12 change frequently, majors may take more than two of these courses and count the third as one of the seven electives and/or one of the courses concentrated on America before the twentieth century.

Advising: In response to the range of the majors' individual preferences and interest, departmental advisors are available for regular consultation. The advisor's primary function is to aid the student in the definition and achievement of his or her own educational goals.

Departmental Honors Program. All majors must complete the requirements outlined above. Recommendations for Departmental Distinction or High Distinction are made on the basis of the senior essay produced during the independent work of the senior year.

Evaluation. There is no single moment of comprehensive evaluation in the American Studies major. The Department believes that fulfillment of the course requirements, combined with the writing of a senior essay, provides adequate grounds for a fair assessment of a major's achievement.

11. Imagining the American Nation/Inventing the American Self. More than any other nation, the United States has envisioned itself as an ever-changing portrait painted onto a landscape of pure possibility. More than any other social category, the self has provided a focus for this peculiar national vision. For all of their differences, most formative statements of American national identity from the narratives of discovery, to the slave narratives, to our more fractured post-modern narratives put forth the drama of self-development—shaped through encounters with race, class, gender, and the physical landscape itself—as the fundamental meaning of collective life. This class introduces students to American Studies through such formative statements, focusing particularly on whole books, with attention also given to how Americans have explored issues of national

identity in visual culture, through paintings, photographs and film. Readings will include the journals of Lewis and Clark; *The Narrative of the Life of Frederick Douglass*; Zora Neale Hurston, *Their Eyes Were Watching God*; Philip Roth, *The Human Stain*.

First semester. The Department.

12. The City: New York. This course will explore the conflicted meanings and possibilities of urban life in the United States through a detailed study of the country's first metropolis: New York. The frontispiece of one nineteenth-century book on the city, *Sunshine and Shadow in New York*, juxtaposed a Fifth Avenue mansion with a Five Points tenement. Claude McKay's poem "The Tropics in New York" tells of weeping at the sight of "bananas ripe and green, and gingerroot, cocoa in pods and alligator pears" set in a Harlem window. This sense of colliding extremes, of an enormous cultural and economic diversity commingling on the streets continues to reflect the vitality and the difficulty of the city, and to suggest why New York occupies such a powerful place in the national imagination. Drawing on a wide range of materials, we will trace the development of New York from the legend of the purchase of Manhattan Island for \$24 to contemporary ethnographic studies of how immigrant communities have claimed and transformed portions of the city. We will look at sex and sewer systems, the stock market and the skyscraper, riots and newspapers, museums and sweatshops, Chinatown and the Brooklyn Bridge, department stores and jazz clubs, poems and politics, as well as the pain and aftermath of 9/11 in an effort to understand how the daily structures of city life serve to incubate new cultural forms, stage conflict, imagine coalition, and remain resilient.

Second semester. The Department.

68. Seminar in American Civilization. For the "young" nation, America, the child has often stood as an icon for national identity. This course will explore both what it has meant to be a child in America—the various historical, ethnic, racial, and regional cultures of childhood over the last 300 years—and how the figure of the child has been employed in the ideological processes of nation making. Our efforts to understand the changing conditions of American childhoods will serve as a model for understanding the practice of American Studies: asking always about the different kinds of information we can garner from different sorts of material and textual evidence. What attitudes towards childhood literacy are revealed in *The New England Primer* or *Sesame Street*? How are images of children used to elicit political concern and action, and why do we use children in this way? What is the relation between the economic and emotional valuing of children, how can we track these changes in laws, family demographics, or storybooks? Topics under discussion will include child-rearing practices, education, child labor, political discourse, popular culture and play. The latter half of the course will be devoted to individual research projects, seminar presentations and the preparation of a term paper.

Second semester. Professor Sánchez-Eppler.

77, 78. Senior Departmental Honors.

97, 98. Special Topics.

RELATED COURSES

Colonial North America. See History 08.

Omitted 2003-04. Professor Sweeney.

Nineteenth-Century America. See History 09.

First semester. Professor Saxton.

Twentieth-Century America. See History 10.

Second semester. Professor Couvares.

The Material Culture of American Homes. See History 37.

Omitted 2003-04. Professor Sweeney.

The Era of the American Revolution. See History 38.

Omitted 2003-04. Professor Sweeney.

Native American Histories. See History 39.

Omitted 2003-04. Professor Sweeney.

The Civil War and Reconstruction Era. See History 43 (also Black Studies 59).

First semester. Professor Bonner.

The Old South, 1607-1876. See History 44.

Omitted 2003-04. Professor Saxton.

Women's History, America: 1607-1876. See History 45 (also Women's and Gender Studies 63).

First semester. Professor Saxton.

Women's History, America: 1865-1997. See History 46 (also Women's and Gender Studies 64).

Omitted 2003-04. Professor Saxton.

Women and Politics in Twentieth-Century America. See History 47 (also Women's and Gender Studies 67).

Omitted 2003-04. Professor Saxton.

Church, Family and Culture in Nineteenth-Century America. See History 48 (also Women's and Gender Studies 66).

Second semester. Professor Saxton.

American Diplomatic History I. See History 49.

Omitted 2003-04. Professor Levin.

American Diplomatic History II. See History 50.

Second semester. Professor Levin.

American Diplomatic History III. See History 51.

Omitted 2003-04. Professor Levin.

U.S. Latino/a History. See History 52.

Omitted 2003-04. Professor López.

Science and Society in Modern America. See History 68.

Second semester. Professor Servos.

Public History in the United States. See History 69.

Second semester. Professor Sandweiss.

Seminar on the American Defeat and Occupation of Japan. See History 73 (also Asian 50).

Second semester. Professor Moore.

Seminar on the Social and Cultural History of New England. See History 81.

Omitted 2003-04. Professor Sweeney.

- Seminar on Science and the American State, 1941-1991.** See History 83.
Omitted 2003-04. Professor Servos.
- Seminar in U.S. Cultural History.** See History 84.
First semester. Professor Couvares.
- Seminar in Western American History.** See History 85.
Second semester. Professor Sandweiss.
- Seminar on Race and Nation in the U.S.-Mexican Borderland.** See History 87.
First semester. Professor López.
- Reading Regions, Reading the South.** See English 01, section 6.
First semester. Professor O'Connell.
- American Captivity Narratives.** See English 01, section 3.
Second semester. Professor Parham.
- American Literature in the Making: Colonies, Empires, and a New Republic.**
See English 07.
First semester. Professor O'Connell.
- American Literature in the Making: The Nineteenth Century.** See English 08.
Omitted 2003-04. Professor O'Connell.
- American Literature in the Making: The Twentieth Century.** See English 09.
Second semester. Professor O'Connell.
- Reading Popular Culture.** See English 13 (also Women's and Gender Studies 28).
Omitted 2003-04. Professor Parham.
- Four African American Poets.** See English 56.
Omitted 2003-04. Professor Rushing.
- Studies in American Literature.** See English 61.
Omitted 2003-04. Professor O'Connell.
- Studies in Nineteenth-Century American Literature.** See English 62.
First semester. Professor Sánchez-Eppler.
- Foundations of African American Literature.** See English 63.
Omitted 2003-04. Professor Parham.
- Realism and Modernism.** See English 64.
Omitted 2003-04. Professor Townsend.
- Studies in African American Literature.** See English 66.
Omitted 2003-04. Professor Parham.
- Jewish Writers in America.** See English 68.
Omitted 2003-04. Professor Guttman.
- Readings in American Fiction, 1950-2000.** See English 72.
Second semester. Professor Pritchard.
- "This New Yet Unapproachable America": A Survey of Asian American Writing.**
See English 73.
Omitted 2003-04. Professor O'Connell.
- American Art and Architecture, 1600 to Present.** See Fine Arts 37.
Omitted 2003-04. Professor Clark.

- American Painting 1860-1940.** See Fine Arts 57.
Second semester. Professor Clark.
- Museums and Society.** See Fine Arts 80.
First semester. Professors Clark and Morse.
- The Family.** See Sociology 21.
Second semester. Professor Dizard.
- Contemporary Race and Ethnicity.** See Sociology 23.
First semester. Professor Basler.
- Collective Identity and Mobilization.** See Sociology 30.
Second semester. Professor Basler.
- Social Movements.** See Sociology 32.
Omitted 2003-04. Professor Himmelstein.
- Social Class.** See Sociology 34.
First semester. Professor Lembo.
- The American Right.** See Sociology 41.
Second semester. Professor Himmelstein.
- Sport and Society.** See Sociology 44.
Second semester. Professor Guttman.
- Latino Identity in the United States: Continuity and Complexity.** See Sociology 45.
First semester. Professor Basler.
- The Social Experience of Mass Culture.** See Sociology 48.
Omitted 2003-04. Professor Lembo.
- Short Stories from the Black World.** See Black Studies 23.
Second semester. Professor Rushing.
- Representations of Black Women in Black Literature.** See Black Studies 24.
Omitted 2003-04. Professor Rushing.
- African-American Autobiographies: A Survey.** See Black Studies 26 (also English 70).
First semester. Professor Rushing.
- Creating a Self: Black Women's Testimonies, Memoirs and Autobiographies.** See Black Studies 27.
Omitted 2003-04. Professor Rushing.
- African American Oral Traditions.** See Black Studies 36.
Omitted 2003-04. Professor Rushing.
- The Birth and Growth of Bebop, 1938-1950.** See Black Studies 53.
Second semester. Lecturer Diehl.
- Black Music/Black Poetry.** See Black Studies 54 (also English 15).
Omitted 2003-04. Professor Rushing.
- African-American History from the Slave Trade to Reconstruction.** See Black Studies 57 (also History 41).
First semester. Professor Bonner.

African-American History from Reconstruction to the Present. See Black Studies 58 (also History 42).

Second semester. Professor Bonner.

Harlem Renaissance: Transnational, Trans-regional, and Cross-racial Journeys. See Black Studies 61.

Omitted 2003-04. Professor Ferguson.

The Seer and the Scene: Exploring Ralph Ellison's *Invisible Man*. See Black Studies 62.

Second semester. Professor Ferguson.

Seminar in Black Studies. See Black Studies 68.

First semester. Professor Ferguson.

Industrial Organization. See Economics 24.

Second semester. Professor Board.

Economic History of the United States, 1600-1860. See Economics 28.

Omitted 2003-04. Professor Barbezat.

Economic History of the United States, 1865-1965. See Economics 29.

Omitted 2003-04. Professor Barbezat.

Current Issues in the United States' Economy. See Economics 30.

Omitted 2003-04. Professor Barbezat.

From Poor Relief to Welfare-to-Work. See Economics 72.

Omitted 2003-04. Professor Barbezat.

The Social Organization of Law. See Law, Jurisprudence and Social Thought 18 (also Political Science 18).

First semester. Professor Sarat.

Legal Institutions and Democratic Practice. See Law, Jurisprudence and Social Thought 23.

First semester. Professor Douglas.

Law and Social Relations: Persons, Identities and Groups. See Law, Jurisprudence and Social Thought 28.

Omitted 2003-04. Professor Umphrey.

The Rhetoric of Law: Nietzsche and the Art of Legislation. See Law, Jurisprudence and Social Thought 30.

Omitted 2003-04.

Race, Place, and the Law. See Law, Jurisprudence and Social Thought 33.

Omitted 2003-04. Professor Delaney.

The State and the Accused. See Law, Jurisprudence and Social Thought 36.

Omitted 2003-04. Professor Douglas.

Artistic Representation and Legal Regulation. See Law, Jurisprudence and Social Thought 38.

Omitted 2003-04. Professor Douglas.

Law's History. See Law, Jurisprudence and Social Thought 43.

Second semester. Professors Hussain and Umphrey.

The Civil Rights Movement: From Moral Commitment to Legal Change. See Law, Jurisprudence and Social Thought 44.
Second semester. Professor Delaney.

Twentieth-Century American Legal Theory. See Law, Jurisprudence and Social Thought 50.
Omitted 2003-04. Professor Delaney.

American Government. See Political Science 21.
Omitted 2003-04. Professor Dumm.

Political Obligations. See Political Science 23.
Second semester. Professor Arkes.

American Politics/Foreign Policy. See Political Science 30.
First semester. Professor Machala.

The American Presidency. See Political Science 33.
Omitted 2003-04. Professor Dumm.

Re-Imagining Law: Feminist Interpretations. See Political Science 39 (also Law, Jurisprudence and Social Thought 39).
Second semester. Professor Bumiller.

The American Constitution I: The Structure of Rights. See Political Science 41.
First semester. Professor Arkes.

The American Constitution II: Federalism, Privacy and "Equal Protection of the Laws." See Political Science 42.
Omitted 2003-04. Professor Arkes.

The Political Theory of the American Founding. See Political Science 58.
Second semester. Professor Arkes.

The Political Thought and Statecraft of Abraham Lincoln. See Political Science 67.
Omitted 2003-04. Professor Arkes.

Religion in Black America: The Twentieth Century. See Religion 61 (also Black Studies 51).
Omitted 2003-04. Professor Wills.

The Sounds of Spanglish. See Spanish 53.
Second semester. Professor Stavans.

Post-Cold War American Diplomatic History. See Colloquium 18.
Second semester. Professors Machala and Levin.

Twentieth-Century American Dance: Sixties Vanguard to Nineties Hip-Hop. See Theater and Dance 24.
Omitted 2003-04.

Contemporary American Drama. See Theater and Dance 28.
Second semester. Professor Mukasa.

Gender Labor. See Women's and Gender Studies 24.
Second semester. Professors Barale and Olver.

Women of Color: Witnesses to American History. See Women's and Gender Studies 40 (also History 40).
Second semester. Professor Saxton.

Representing Domestic Violence. See Women's and Gender Studies 53 (also Political Science 53).

First semester. Professors Bumiller and Sánchez-Eppler.

Memory and Memorials. See Kenan Colloquium 20.

Omitted 2003-04. Professors Clark and Schulkind.

Public Art. See Kenan Colloquium 22.

Second semester. Professors Clark and López.

ANTHROPOLOGY AND SOCIOLOGY

Professors Babb, Dizard†, Gewertz (Chair), Goheent†, and Himmelstein; Associate Professor Lembo‡; Assistant Professor Basler; Visiting Assistant Professor Sugerman.

The Anthropology and Sociology program is designed to familiarize students with the systematic analysis of culture and social life. While anthropology has tended to focus on preindustrial peoples and sociology has tended to focus on industrial societies, both disciplines share a common theoretical and epistemological history such that insights garnered from one are relevant to the other. The differences in subject matter form a creative tension rather than a distracting divergence.

Major Program. Students will major in either Anthropology or Sociology (though a combined major is, under special circumstances, possible). Anthropology majors will normally take (though not necessarily in this order) Anthropology 11 or 32 and Anthropology 12 and 23. As well, they must take at least one of the following Sociology courses: Sociology 11, 15, or 16. In addition, majors will take at least four additional anthropology courses. Candidates for degrees with Departmental Honors will take Anthropology 77 and 78 in addition to the other major requirements.

Sociology majors will normally take Sociology 11, 15 and 16 and at least one of the following anthropology courses: Anthropology 11, 12, or 23. In addition to these four required courses, majors will also select four courses, including at least one course that focuses on social structure (courses numbered in the 20s) and one that focuses on social processes (courses numbered in the 30s). Candidates for degrees with Departmental Honors will include Sociology 77 and 78 in addition to the other major requirements.

Majors fulfill the department's comprehensive examination requirement by getting a grade of B or better in the relevant theory course (Sociology 15 or Anthropology 23). Those who fail to do so will write a paper on a topic in theory set by the Department.

Anthropology

11. The Evolution of Culture. An analysis of culture in evolutionary perspective, regarding it as the distinctive adaptive mode of humanity. The primary emphasis will be on the relations between biological, psychological, social and cultural factors in human life, drawing on the materials of primatology, paleontology, archaeology and the prehistoric record.

First semester. Professor Sugerman.

†On leave first semester 2003-04.

‡On leave second semester 2003-04.

12. Social Anthropology. An examination of theory and method in social anthropology as applied in the analysis of specific societies. The course will focus on case studies of societies from different ethnographic areas.

Second semester. Professor Babb.

21. Indian Civilization. (Also Asian 22.) A general introduction to Indian civilization. The course will survey South Asia's most important social, political, and religious traditions and institutions. It will emphasize the historical framework within which Indian civilization has developed its most characteristic cultural and social patterns. This course is designed for students who are new to South Asia, or for those who have some knowledge of South Asia but have not studied it at the college level.

First semester. Professor Babb.

23. History of Anthropological Theory. A general survey of writings that have played a leading role in shaping the modern fields of cultural and social anthropology. Beginning with a discussion of the impact of Darwin and the discoveries at Brixham Cave on mid-nineteenth century anthropology, the course surveys the theories of the late nineteenth-century cultural evolutionists. It then turns to the role played by Franz Boas and his students and others in the advent and later development of cultural anthropology in the U.S. Readings of Durkheim and Mauss will provide the foundation for a discussion of the development of British social anthropology, French structuralism, and Bourdieu's theory of social practice. The course will conclude with a discussion of recent controversies concerning the work of a key theorist in the anthropological tradition.

Not open to first-year students. Second semester. Professor Gewertz.

26. African Cultures and Societies. This course explores the cultural meaning of indigenous African institutions and societies. Through the use of ethnographies, novels and films, we will investigate the topics of kinship, religion, social organization, colonialism, ethnicity, nationalism and neocolonialism. The principal objective is to give students an understanding of African society that will enable them better to comprehend current issues and problems confronting African peoples and nations.

Second semester. Professor Goheen.

32. Topics in Contemporary Anthropology. This seminar will examine contemporary issues in anthropology. Topics will vary from year to year but might, for instance, include the challenge to anthropology of the post-colonial encounter; the representation of the "other" in museums and magazines; the relationship between culture and practical reason. The universalizing of commodity lust; the linkage of sex, power and disease; the encompassment of the world by capitalism; the writing of money in grants as the prerequisite to the writing of culture in ethnographies.

Limited to 20 students. Second semester. Professor Gewertz.

34. Religion and Society in the South Asian World. (Also Asian 60). Observers have long marveled at the sheer number of separate religious traditions that flourish and interact with each other in South Asia. In this single ethnographic region, the Indian subcontinent, we find Hindus, Muslims, Sikhs, Buddhists, Jains, Christians, Jews, and others as well. Given this extraordinary diversity, South Asia provides an unparalleled opportunity to study interactions between religious systems in a broad range of social and political contexts. This course takes advantage of this circumstance by exploring, in

South Asian settings, a variety of theoretical approaches to the study of religion. Among the subjects to be considered are religion and social hierarchy, religion and gender, religious responses to rapid social change, modern religious movements, religion and modern media, religious nationalism, and South Asian religions in diaspora. Although the course focuses on the South Asian region, it is designed to emphasize theoretical issues of current interest to anthropologists and others who study religion from the perspective of social science. While some background in South Asian studies would be helpful, it is not a prerequisite for this course.

Second semester. Professor Babb.

35. Gender: An Anthropological Perspective. This seminar provides an analysis of male-female relationships from a cross-cultural perspective, focusing upon the ways in which cultural factors modify and exaggerate the biological differences between men and women. Consideration will be given the positions of men and women in the evolution of society, and in different contemporary social, political, and economic systems, including those of the industrialized nations.

Limited to 25 students. Omitted 2003-04. Professor Gewertz.

39. The Anthropology of Food. Because food is necessary to sustain biological life, its production and provision occupy humans everywhere. Due to this essential importance, food also operates to create and symbolize collective life. This seminar will examine the social and cultural significance of food. Topics to be discussed include: the evolution of human food systems, the social and cultural relationships between food production and human reproduction, the development of women's association with the domestic sphere, the meaning and experience of eating disorders, and the connection between ethnic cuisines, nationalist movements and social classes.

Limited to 25 students. First semester. Professor Gewertz.

41. Visual Anthropology. This course will explore and evaluate various visual genres, including photography, ethnographic film and museum presentation as modes of anthropological analysis—as media of communication facilitating cross-cultural understanding. Among the topics to be examined are the ethics of observation, the politics of artifact collection and display, the dilemma of representing non-Western “others” through Western media, and the challenge of interpreting indigenously produced visual depictions of “self” and “other.”

First semester. Professor Gewertz.

43. Economic Anthropology and Social Theory. This course will look at the relationship between economy and society through a critical examination of Marx with particular emphasis on pre-capitalist economies. The more recent work of French structural Marxists and neo-Marxists, and the substantivist-formalist debate in economic anthropology will also be discussed. The course will develop an anthropological perspective by looking at such “economic facts” as production, exchange systems, land tenure, marriage transactions, big men and chiefs, state formation, peasant economy, and social change in the modern world.

Limited to 25 students. First- and second-year students must have consent of the instructor. Second semester. Professor Goheen.

45. Medical Anthropology. This course surveys major approaches to the anthropology of health and illness, including the cultural construction of knowledge, symbolic interpretation, performance theory, the political-economy of illness, and

bio-cultural analysis. Critical review and discussion of readings will illuminate the roles of power, morality, social relations, and aesthetics in shaping human interpretations of and feelings about physical and psychological experience. Cross-cultural case studies in western and non-western contexts will engage such topics as immunity, AIDS, shamanism, tuberculosis, and maternal-child health.

Omitted 2003-04.

48. Topics in Culture, Health, and Healing: Ethnomedicine. This course engages anthropological research on illness, treatment, and healers in places where Western bio-medicine is but one alternative for health care. Drawing on anthropological theories of culture, religion, aesthetics, socio-linguistics, and psychology, the course will consider questions concerning the experience of illness and suffering, the social meaning of illness categories, and the process through which healing occurs somatically as well as emotionally, socially and spiritually.

Limited to 20 students. Omitted 2003-04.

77, 78. Senior Departmental Honors.

97, 97H, 98, 98H. Special Topics. Independent Reading Courses. Full or half course.

First and second semesters. The Department.

RELATED COURSES

The Evolution of Human Nature. See Biology 14.

Omitted 2003-04. Professor Zimmerman.

Myth, Ritual and Iconography in West Africa. See Black Studies 42.

Second semester. Professor Abiodun.

Sociology

11. Self and Society: An Introduction to Sociology. Sociology is built on the premise that human beings are crucially shaped by the associations each person has with others. These associations range from small, intimate groups like the family to vast, impersonal groupings like a metropolis. In this course we will follow the major implications of this way of understanding humans and their behavior. The topics we will explore include: how group expectations shape individual behavior; how variations in the size, structure, and cohesion of groups help account for differences in individual behavior as well as differences in the patterns of interaction between groups; how groups, including societies as a whole, reproduce themselves; and why societies change. As a supplement to readings and lectures, students will be able to use original social survey data to explore first-hand some of the research techniques sociologists commonly use to explore the dynamics of social life.

First semester. Professor Lembo.

15. Foundations of Sociological Theory. Sociology emerged as part of the intellectual response to the French and Industrial Revolutions. In various ways, the classic sociological thinkers sought to make sense of these changes and the kind of society that resulted from them. We shall begin by examining the social and intellectual context in which sociology developed and then turn to a close reading of the works of five important social thinkers: Marx, Tocqueville, Weber, Durkheim, and Freud. We shall attempt to identify the the-

oretical perspective of each thinker by posing several basic questions: According to each social thinker, what is the *general* nature of society, the individual, and the relationship between the two? What are the distinguishing features of modern Western society *in particular*? What distinctive dilemmas do individuals face in modern society? What are the prospects for human freedom and happiness? Although the five thinkers differ strikingly from each other, we shall also determine the extent to which they share a common "sociological consciousness."

First semester. Professor Himmelstein.

16. Social Research. This course introduces students to the range of methods with which sociologists and anthropologists work as they endeavor to create systematic understandings of social action. The strengths and weaknesses of these methods will be explored. Students will be expected to carry out a small scale research project or work with data already available from survey and census materials. Emphasis will be more on general procedures and epistemological issues than on narrowly defined techniques and statistical proofs.

Requisite: Sociology 11 or Anthropology 11 or 12. Second semester. Professor Dizard.

18. The Development of Sociological Theory. This course examines some of the basic schools of sociological theory and how they have developed in critical relation to each other and to the classics of sociology. It includes those theories that have been around American sociology for so long that they seem established and indigenous (structural-functionalism, conflict theory, exchange theory, interactionism) and those that are new enough to seem critical and insurgent (Marxism and critical theory, feminist theory, post-structuralism).

Omitted 2003-04. Professor Himmelstein.

21. The Family. The intent of this course is to assess the sources and implication of changes in family structure. We shall focus largely on contemporary family relationships in America, but we will necessarily have to examine family forms different from ours, particularly those that are our historical antecedents. From an historical/cross-cultural vantage point, we will be better able to understand shifting attitudes toward the family as well as the ways the family broadly shapes character and becomes an important aspect of social dynamics.

Second semester. Professor Dizard.

23. Contemporary Race and Ethnicity. Recent events and controversies over issues like affirmative action, immigration, and public education suggest the continuing prominence of race and ethnicity in American society and politics. Yet over the past few decades, much of the theoretical initiative in racial and ethnic studies has moved from older social science traditions of race relations toward work more influenced by literary and cultural studies. In response, sociologists have begun to take a fresh look at the phenomena of race and ethnicity. This has included analyses of the social construction of racial and ethnic identity in the context of economic and demographic processes, political institutions and practices, and urban and spatial dynamics.

This course introduces students to the major sociological perspectives on race and ethnicity. With this background, we will turn to an analysis of the structural conditions of group inequality. Comparing different groups' experiences with migration, access to labor and housing markets, and cultural acceptance, we will try to bring together groups' internal formation with dynamic patterns of inter-group relations. We will inquire into both the historical centrality

of anti-black racism in the U.S. and the implications of complex, multi-racial and ethnic contexts of group interaction.

First semester. Professor Basler.

26. The Postmodern Condition. The postmodern condition may be understood as a distinctive form of social organization that is emerging from interrelated changes in political economy, technology, social structure, and cultural practice. This course will begin by examining a number of perspectives on the transition from modernity, paying particular attention to the ways that social, political, economic, and cultural dimensions of this tradition have been theorized in scholarly accounts. In treating the rise of the post-modern condition from a sociological perspective, the role of the mass media and consumer society will be emphasized. The course will also focus on the deconstruction and reconstruction of identity and a sense of place in a broad range of cultural practices and representational forms. This will involve a consideration of the meanings and uses of ideas of "difference" and "otherness" and of the existence and parameters of social and cultural "borderlands." The postmodern condition is understood to involve both a reactive search for stable identities and coherent cultural practices as well as new formations of identity and cultural practice within a heterogeneous, fragmented, and unstable social order.

Admission with consent of the instructor. Limited to 20 students. Omitted 2003-04. Professor Lembo.

30. Collective Identity and Mobilization. In this course we will explore the social, political, and cultural processes that influence the formation and mobilization of collective identities, with particular attention to ethnicity, race, class, gender, and sexuality in U.S. society. The processes of group formation are complex, especially given the number of social categories to which we may belong, and the factors which influence whether or not we feel strongly enough about our shared fate to construct, maintain, and act on behalf of collective interests and identities. Also of interest are the ways that groups elaborate community cultures and institutions that promote collective identity and political mobilization. Topics include the content and meaning of race and ethnicity, transgressing gender boundaries, the politics of sexuality, the politics of cultural resistance, and the mobilization of collective identities.

Second semester. Professor Basler.

32. Social Movements. Under what conditions do individuals give their energy, time, resources, and even lives to collective efforts to effect social change? This is the central question of the sociology of social movements and collective behavior. We shall explore this question (and the more fundamental ones about social order underlying it) by first examining the most important theories on the topic and the debates that occur within and among them. We shall then apply these theories to feminist and anti-feminist movements in the United States and to women's movements around the world.

Omitted 2003-04. Professor Himmelstein.

33. Social Construction of the Self. This course brings together the perspectives of psychoanalysis, symbolic interactionism, developmental social psychology, as well as a variety of accounts in sociology, literature, and popular culture, to explore how a sense of self and identity develop in social life. Although the focus is on Western culture and traditions, we will be examining documentation provided by cross-cultural accounts in order to contextualize and

problematize the truth claims of Western notions of identity construction and self-formation.

Omitted 2003-04.

34. Social Class. This course will consider various ways that class matters in the United States. Historical accounts will be used in conjunction with sociological theories to discuss the formation of classes, including the formation of discourses and myths of class, in American society. Class will then serve as a lens to examine the origins and characteristics of social stratification and inequality in the U.S. The bulk of the course will focus on more contemporary issues of class formation, class structure, class relations, and class culture, paying particular attention to how social class is actually lived out in American culture. Emphasis will be placed on the role class plays in the formation of identity and the ways class cultures give coherence to daily life. In this regard, the following will figure importantly in the course: the formation of upper class culture and the role it plays in the reproduction of power and privilege; the formation of working class culture and the role it plays in leading people to both accept and challenge class power and privilege; the formation of the professional middle class and the importance that status anxiety carries for those who compose it. Wherever possible, attention will be paid to the intersection of class relations and practices with those of other social characteristics, such as race, gender and ethnicity. The course will use sociological and anthropological studies, literature, autobiographies, and films, among other kinds of accounts, to discuss these issues.

Limited to 30 students. First semester. Professor Lembo.

41. The American Right. Since the 1980s, the Right has been the dominant force in American politics. For spring 2004, this course will examine the Christian Right within a framework of sociological ideas about the social bases of political conflict. We will look at the movement's history, ideology, organizations, and leaders. We shall then examine the changing significance of religion and religiosity in American politics, with a focus on the idea of "culture wars." This will require us to look closely at the differences between how political elites of all ideological persuasions address morally charged issues and how both conservative Christians and other Americans think about these issues. Finally, we shall examine the ways Americans have come in conflict with each other over abortion, gay rights, sex education, and similar issues.

Second semester. Professor Himmelstein.

43. Drugs and Society. This course presents a sociological framework for studying the ways in which societies both encourage and restrict the use of psychoactive drugs. For spring 2004, after familiarizing ourselves with the very different ways we think about alcohol, tobacco, prescription drugs, and illegal drugs, the course looks in depth at several important contemporary issues: (1) the growing medical use of drugs to treat depression, anxiety, ADHD, and a host of other maladies; (2) the increasingly popular idea that drug addiction and alcoholism are diseases, in particular brain diseases; (3) the continuing "war" by the U.S. government against (certain) drugs, criticism of the drug war, and the emergence of alternative ways of controlling marijuana, cocaine, and opiate use (especially in The Netherlands).

Second semester. Professor Himmelstein.

44. Sport and Society. A cross-cultural study of sport in its social context. Topics will include the philosophy of play, games, contest, and sport; the evolution of modern sport in industrial society; Marxist and Neo-Marxist interpretations

of sport; economic, legal, racial and sexual aspects of sport; national character and sport; social mobility and sport; sport in literature and film. Three meetings per week.

Second semester. Professor Guttman.

45. Latino Identity in the United States: Continuity and Complexity. The Latino population currently consists of approximately 24 million people in the United States; by the year 2050 the Census Bureau estimates that the Latino population will make up 22 percent of the total population. This diverse group traces its origin to a variety of countries and its experiences in the United States are quite varied. In this course we will examine the experiences of the various Latino communities in the United States. It will examine the socioeconomic experiences of the various Latino groups (Mexicans, Puerto Ricans, Dominicans, among others). This examination will require that we pay attention to issues of race, class, and gender, as well as the complexities of pan-ethnic identity, group politics, and immigration.

First semester. Professor Basler.

48. The Social Experience of Mass Culture. This course focuses on processes of meaning-making and cultural formation that occur in a consumer society. Central to this is an understanding of the role that the mass media and, increasingly, new information technologies play in structuring the processes of meaning-making and cultural formation with which people are engaged. We will first review theories that identify powerful influences of the media, technology, and consumer society in shaping a person's sense of self and identity, and in determining broader patterns of social life and cultural practice. Then we will focus on research that explores contexts in which individuals and groups come into contact with consumer society, empirically grounding our ideas about self-understandings and cultural forms that emerge from consumer society. Emphasis will be placed on understanding the specific conditions in which media imagery has the power to shape a participant's sense of self and common sense understandings of the social world; the forms of power that are most influential; the conditions in which that power is deflected, opposed, and transformed, both by individuals and groups; and the ways in which new capabilities of self and forms of cultural practice emerge in participants' handling of media, technology, and the goods of consumer society in everyday life.

Admission with consent of the instructor. Limited to 15 students. Omitted 2003-04. Professor Lembo.

77, 78. Senior Departmental Honors.

97, 97H, 98, 98H. Special Topics.

ASIAN LANGUAGES AND CIVILIZATIONS

Professors Babb, Dennerline (Chair), R. Moore, Morse, Reck, and Tawa; Assistant Professors Brandt, Caddeau, Ringer, and Zamperini; Senior Lecturers Lan and Miyama; Lecturers Kayama, Shen, and Teng.

Affiliated Faculty: Professors Basu and Elias*; Director of the Five College Arabic Program El-Hibri*.

*On leave 2003-04.

Asian Languages and Civilizations is an interdisciplinary exploration of the histories and cultures of the peoples of Asia. Through a systematic study of the languages, societies, and cultures of the major civilizations that stretch from the Arab World to Japan, we hope to expand knowledge and challenge presuppositions about this large and vital part of the world. The purpose is to encourage in-depth study as well as to provide guidance for a general inquiry into the problem of cultural difference and its social and political implications, both within Asia and between Asia and the West.

Major Program. The major program in Asian Languages and Civilizations is an individualized interdisciplinary course of study. It includes general requirements for all majors and a concentration of courses in one area. As language study or use is an essential part of the major, language defines the area of concentration.

Requirements. All majors are required to take a minimum of nine courses dealing with Asia, exclusive of first-year language courses. A major's courses must include an area concentration (see below), a Colloquium on Asia (Asian 31), and designated courses taught by area specialists broadly covering pre-modern history and culture in two of the three geographic areas outside the area of concentration. (Members of the class of 2004 may substitute Asian 11 for Asian 31.) The following courses are designated to fulfill the area distribution requirement: China—Asian 24 and 65; Japan—Asian 21, 23, 25, and 27; South Asia—Asian 22 and 60; West Asia—Asian 26. In addition, each student will show a certain minimum level of competence in one language, either by completing the second year of that language at Amherst or by demonstrating equivalent competence in a manner approved by the department. For graduation with a major in Asian Languages and Civilizations, a student must have a minimum B– grade average for language courses taken within his or her area of concentration. Students taking their required language courses elsewhere, or wishing to meet the language requirement by other means, may be required, at the discretion of the department, to pass a proficiency examination. No pass-fail option is allowed for any courses required for the departmental major.

Area Concentration. Prospective majors should consult with a member of the department as early as possible to plan a concentration. The concentration, which must be approved by the advisor, will include a language and at least three non-language courses dealing entirely or substantially with the chosen area of concentration. Advisors encourage students to enroll in relevant courses in the disciplines as well.

Comprehensive Evaluation. Students writing senior theses fulfill the department's comprehensive requirement. Other majors will, by the middle of the second semester of their senior year, fulfill the requirement by completing essays on a general topic in Asian studies to be evaluated by the department. The essay will respond to a topic, set by the department, of general interest to Asianists.

Departmental Honors Program. Students who wish to be candidates for Departmental Honors must submit a thesis proposal to the Department for its approval and, in addition to the nine required courses, enroll in Asian 77 and 78.

Study Abroad. The Department supports a program of study in Asia during the junior year as means of developing mastery of an Asian language and enlarging the student's understanding of Asian civilization, culture, and contemporary society. Asian Languages and Civilizations majors are therefore encouraged to spend at least one semester abroad during the junior year pursuing a plan of

study which has the approval of the Department. Students concentrating on Japan should apply to Amherst College's Associated Kyoto Program (AKP) at Doshisha University in Kyoto or other approved programs. Similar arrangements can be made in consultation with members of the Department for students who wish to study in China, India, Korea, or Egypt.

Courses. Courses listed under the various subheadings below, including "Related Courses," may be applied to meet the requirements of the major. Listed courses that deal exclusively with the area of concentration or include substantial material from that area may be counted toward the area concentration. To request that any other course meet a requirement, the student must petition the department in a timely fashion.

12. Introduction to the Literature of East Asia. A survey of major texts from China, Korea, and Japan from the classical to the contemporary. This course will examine the function of food and drink as they appear in important religious, philosophical, and literary works of East Asia. Readings and discussion in English. Frequent writing. Four film screenings in addition to scheduled class hours.

Omitted 2003-04. Professor Caddeau.

14. Music of the Whole Earth. (Also Music 24.) See Music 24.

Limited to 30 students. First semester. Professor Reck.

15. Buddhism in Theory and Practice. (Also Religion 23.) See Religion 23.

First semester. Professor Heim.

16. Daoist Moments, Confucian Lives. Chinese culture and the related cultures of East Asia have been greatly influenced by a broad set of beliefs, practices, and moral standards commonly called Confucian. Lives are often measured by such things as personal loyalty, family duty, the cultivation of humane qualities, or spiritual enrichment through ritual practices and public service. Alternative visions of human potential, often associated with Daoist, Buddhist, or, more recently, Christian or revolutionary enlightenment, have sometimes challenged and sometimes supported these standards. This course focuses on the representation of individual men's and women's lives, modern and pre-modern. The purpose is to explore the variety of ways in which Confucianism and its alternatives have influenced both the living of individual lives and the effort to invest life stories with meaning. We will balance the study of personal, spiritual, and social doctrines of Confucianism with selections of fiction such as Li Yu's *Prayer Mat of Flesh* (17th c.), drama such as Tang Xianzu's *The Peony Pavilion* (15th c.), memoirs such as Ning Laotaitai's *Daughter of Han* (20th c.) and Yue Daiyun's *To The Storm* (20th c.), and "biographies" such as Jonathan Spence's *Death of Woman Wang*, *God's Other Son*, and *Mao Zedong*.

Omitted 2003-04. Professor Dennerline.

17. To Paint Their Lives. An interdisciplinary investigation of women's autobiographical practices. This course will focus on how women across cultures and time narrate and represent their lives through various media and means. Though we will deal mostly with texts and paintings, we will try to include as much as possible other sources, such as movies, photographs, and music. We will engage in close readings and studies of the primary sources, as well as of pertinent theoretical works.

Among the authors and artists we will deal with are Artemisia Gentileschi, Li Qingchao, Sai Jinhua, Zora Neale Hurston, Charlotte Salomon, Simone de Beauvoir, Theresa Cha, Rigoberta Menchu, and Trinh Minh-ha. Our exploration

of female autobiographical practices will be read, when possible and meaningful, against the grain of male representations of women's lives.

Second semester. Professor Zamperini.

21. Literature, Drama, and Religion of Premodern Japan. This course consists of close reading, lecture, and discussion concerning representative works of literature and drama from ancient to premodern Japan. Theoretical analysis of these works will be integrated with readings from the sociology and anthropology of religion as well as material related to the history of religion in Japan. The course aims to study the relationship between religious belief and literary practice with an emphasis on the impact of ritual on the form and content of literary and dramatic works. From this examination, the course seeks a heightened appreciation for the process of literary creation and the influence of religion on the development of Japanese culture. Readings and discussion will be in English.

Omitted 2003-04. Professor Caddeau.

22. Indian Civilization. (Also Anthropology 21.) See Anthropology 21.

First semester. Professor Babb.

23. Arts of Japan. (Also Fine Arts 48.) See Fine Arts 48.

Omitted 2003-04. Professor Morse.

24. Chinese Civilization. (Also History 15.) See History 15.

First semester. Professor Dennerline.

25. Japanese History to 1600. (Also History 17.) See History 17.

First semester. Professor Brandt.

26. Middle Eastern History: 600-1800. (Also History 19.) See History 19.

First semester. Professor Ringer.

27. Reading *The Tale of Genji* as a Novel. This course focuses on the most revered work of the classical Japanese canon, *The Tale of Genji*. Written by a woman in service to the imperial court in the early eleventh century, *Genji* is rich in details concerning Japan's aristocratic culture at its zenith. We will read all 54 chapters of *Genji* in translation at a fairly leisurely pace, taking regular detours to examine works of criticism, theater, and cinema created in response to this touchstone of sophisticated prose fiction. Theoretical analysis will be integrated with readings on topics ranging from gender and feminist theory to the relevance of the term "novel" in describing a work of fiction written nearly a millennium ago in classical Japanese. The course seeks to provide students with an appreciation for *Genji* as a masterpiece of Japanese fiction and of world literature.

First semester. Professor Caddeau.

31. Asian Studies Colloquium. A close study of a focused topic that has broad significance in Asian Studies. Normally to be team-taught by two faculty of the department. The approach will be multidisciplinary; the goal of the course will be to explore a subject of interest in Asian studies that also has suggestive implications for issues in the humanities and social sciences.

The colloquium for 2003-04 will be "War and Memory in East Asia." This colloquium will use the prism of war in twentieth century East Asia to explore approaches to the study of international relations, social change, human rights, and public memory. War and the threat of war were constants in the lives of East Asian people between the late nineteenth and the mid-twentieth centuries. Between 1931 and 1953, massive mobilizations, total war, and revolution changed the face of society and culture from the Pacific to Kazakhstan. Since the Korean

armistice of 1953, threats of war have seemed fewer and less immediate, at least until the crisis over nuclear weapons in North Korea, but the people of China, Korea, and Japan have all struggled with problems associated with remembering and representing the wartime past. In this colloquium we will focus on three sorts of questions. How has the experience of war influenced the lives of ordinary people? How have they, or we, remembered or forgotten the experience? And how can we relate our study of the experience to the more general issues of international relations, social change, human rights, and public memory, not only in East Asia but in other parts of the world? Topics will include relations among China, Japan, the U.S.S.R., and the U.S.; wartime culture in Tokyo and Shanghai; women and work; the "rape" of Nanjing and the use of air power over Japan. Our sources will include memoirs, biographies, historical and sociological studies, propaganda, fiction, and film.

Second semester. Professors Dennerline and Brandt.

41. Modern Japanese Literature. A survey of major writers and works of Japanese fiction in translation. The course begins with an examination of literary movements such as naturalism and the I-novel. Our study of these early experiments with literary style will lead to a comprehensive analysis of ways in which personal experience, self-discovery, and confession were used to redefine and expand the boundaries of fictional narrative in Japan during the twentieth century. Readings address the impact of the West; the influence of anxiety in shaping literary development; the concerns of post-war and post-modern generations; and the reception of English-language fiction by ethnic Japanese authors in the West. Authors covered include Ogai, Sôseki, Ichiyô, Tanizaki, Kawabata, Dazai, Mishima, Ôe, Murakami, and Ishiguro. Reading and discussion in English.

Second semester. Professor Caddeau.

42. The Supernatural in Japanese Fiction, Film and Animation. This course begins by examining the role of the supernatural in Buddhist tales, popular legends, and lyric poetry from early Japan. We will then explore the supernatural as it appears in the literary and visual arts of the Edo period (1600-1868) and make our way to contemporary fiction, film, and animation. Major themes and topics of discussion include realism and fantasy; tradition and modernity; war, peace and innocence; and violence and the gothic. Readings include works by Akinari, Kyoka, Ogai, Soseki, Tanizaki, Oe, and Murakami. Screenings include films directed by Ozu, Mizoguchi, Kurosawa, Honda, Masumura, Teshigahara, Miyazaki, Takahata, and Oshii. Attendance at weekly film screenings, in addition to scheduled class time, is expected.

Second semester. Professor Caddeau.

43. Arts of China. (Also Fine Arts 47.) See Fine Arts 47.

Omitted 2003-04. Professor Morse.

44. Approaches to Chinese Painting. (Also Fine Arts 61.) See Fine Arts 61.

Second semester. Professor Morse.

46. Modern China. (Also History 16.) See History 16.

Second semester. Professor Dennerline

47. Modern Japan. (Also History 18.) See History 18.

Omitted 2003-04. Professor Brandt.

48. The Modern Middle East: 1800 to Present. (Also History 20.) See History 20.

Second semester. Professor Ringer.

49. **China in the World, 1895-1919.** (Also History 57.) See History 57.
First semester. Professor Dennerline.
50. **Seminar on the American Defeat and Occupation of Japan.** (Also History 73.) See History 73.
Limited to 20 students. Second semester. Professor Moore.
52. **Histories of Consumption: Western Europe, the U.S., Japan.** (Also History 91.) See History 91.
Omitted 2003-04. Professor Brandt.
53. **Seminar in World Music: The Musics of Japan.** (Also Music 25.) See Music 25.
Second semester. Professor Sarkissian of Smith College.
54. **Asian and Asian American Women: Myths of Deference, Arts of Resistance.** (Also Political Science 47 and Women's and Gender Studies 47.) See Political Science 47.
Omitted 2003-04. Professor Basu.
56. **Sufism.** (Also Religion 53.) See Religion 53.
Limited to 15 students. Omitted 2003-04. Professor Elias.
57. **Islam in the Modern World.** (Also Religion 55.) See Religion 55.
Omitted 2003-04. Professor Elias.
59. **Issues in Buddhist Philosophy.** (Also Religion 72.) See Religion 72.
Limited enrollment. Omitted 2003-04.
60. **Religion and Society in the South Asian World.** (Also Anthropology 34.) See Anthropology 34.
Second semester. Professor Babb.
61. **Sacred Images and Sacred Space: The Visual Culture of Religion in Japan.** (Also Fine Arts 66.) See Fine Arts 66.
Second semester. Professor Morse.
62. **Treaty-port Japan.** (Also History 90.) See History 90.
Second semester. Professor Brandt.
63. **Women in the Middle East.** (Also History 62 and Women's and Gender Studies 62.) See History 62.
First semester. Professor Ringer.
64. **Seminar on Modern Turkey—Modern Iran: From Authoritarian Modernization to Islamic Resistance.** (Also History 93.) See History 93.
Second semester. Professor Ringer.
65. **Chinese Literary Traditions.** This survey course introduces the history, themes, and forms of Chinese literature of the pre-modern period, from its beginnings up until the Yuan dynasty. One of our main goals will be to understand the space and the role of reading and writing practices within traditional Chinese society. We will read in English translation the most representative and influential texts of the literary heritage of this period including the earliest Chinese literary works such as the *Classic of Poetry*, *Lyrics of Chu*, and *Historical Records*; the poetry of Du Fu, Li Bai and Wang Wei; the song lyrics by Su Shi and Li Qingzhao; fiction such as *The Story of Li Wa* and *Huo Xiaoy*; and dramatic romances such as the *Story of the Western Wing* and *Rescuing One of the Girls*.

In addition to literary texts, representative works in Chinese theories of literature will be incorporated in the course, along with recent scholarship produced in the field of pre-modern Chinese literature and relevant theoretical works.

First semester. Professor Zamperini.

66. The Dream of the Stone. This course will be devoted to reading the English translation of the eighteenth-century novel *Hongloumeng* (*The Dream of the Red Chamber*) by Cao Xueqin. As we read through the novel together, retracing the dream of the stone and uncovering its richness and complexity, we will in turn address issues such as the place of the novel in traditional Chinese literature, material culture and fashion, class and discrimination, health and disease, masculinity and its discontents. In addition to the primary source, representative theoretical work in the field of pre-modern Chinese literature will be incorporated as much as possible.

Second semester. Professor Zamperini.

67. Flowers in the Mirror: Writing Women in Chinese Literature. This course will look at texts written by and about women during the course of Chinese literature, from the early period all the way to the present. Thus we will deal with a variety of sources, from poetry to drama, from novels and short stories to movies. We will address the issue of women's representation and self-portrayals, and the complex dynamics involved in the relationship between women as objects of writing and women as writing subjects. In particular, we will try to detect the presence (or the absence) of a "woman's voice" in various historical periods, trying also to understand how it related to the presence of a male voice.

We will also analyze writing and reading practices and their relationship to issues of gender, sexuality, social class, and material culture. In addition to literary texts, representative theoretical work in the field of pre-modern, modern and contemporary Chinese literature will also be incorporated in the course.

First semester. Professor Zamperini.

77, 78. Senior Departmental Honors.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. Members of the Department.

RELATED COURSE

Women and Islamic Constructions of Gender. (Also Religion 56 and Women's and Gender Studies 56.) See Religion 56.

Omitted 2003-04. Professor Elias.

Arabic

First- and second-year Arabic are offered as part of the Five College Near Eastern Studies Program. When omitted at Amherst, these courses are offered at the University of Massachusetts and one of the other college campuses. Arabic 01 is numbered 126 and Arabic 02 is numbered 146 and are offered at the University of Massachusetts. Third-year Arabic courses are also offered there as Arabic 326 and 426. Advanced Arabic courses are taught by special arrangement with faculty members in the department. For more information, contact the Department of Judaic and Near Eastern Studies at the University of Massachusetts. See also Five College Faculty Course Offerings in this Catalog.

01. First-Year Arabic I. This year-long course introduces the basics of Modern Standard Arabic, also known as Classical Arabic. It begins with a coverage of the

alphabet, vocabulary for everyday use, and essential communicative skills relating to real-life and task-oriented situations (queries about personal well-being, family, work, and telling the time). Students will concentrate on speaking and listening skills, as well as on learning the various forms of regular verbs, and on how to use an Arabic dictionary.

Omitted at Amherst College 2003-04. (To be offered at the University of Massachusetts as Arabic 126.)

02. First-Year Arabic II. A continuation of Arabic 01.

Requisite: Arabic 01 or equivalent. Omitted at Amherst College 2003-04. (To be offered at the University of Massachusetts as Arabic 146.)

03. Second-Year Arabic I. This course expands the scope of the communicative approach, as new grammatical points are introduced (irregular verbs), and develops a greater vocabulary for lengthier conversations. Emphasis is placed on reading and writing short passages and personal notes. This second-year of Arabic completes the introductory grammatical foundation necessary for understanding standard forms of Arabic prose (classical and modern literature, newspapers, film, etc.) and making substantial use of the language.

Requisite: Arabic 02 or equivalent. First semester. Omitted at Amherst College 2003-04. (To be offered at the University of Massachusetts as Arabic 226.)

04. Second-Year Arabic II. Continued conversations at a more advanced level, with increased awareness of time-frames and complex patterns of syntax. Further development of reading and practical writing skills.

Requisite: Arabic 03 or equivalent or consent of the instructor. Second semester. Omitted at Amherst College 2003-04. (To be offered at the University of Massachusetts as Arabic 246.)

97, 98. Special Topics. Independent reading course.

First and second semesters. Five College Teachers of Arabic.

Chinese

01. First-Year Chinese I. An introduction to Mandarin Chinese. This course emphasizes an integrated approach to basic language skills: listening, speaking, reading, and writing. Three class meetings per week are supplemented by two drill sessions and individual work in the language lab at the media center. A placement test will be given before class begins.

First semester. Lecturers Shen and Teng.

02. First-Year Chinese II. A continuation of Chinese 01. By the end of the course, students are expected to master basic Chinese grammar points and sentence patterns. Three class meetings per week are supplemented by two drill sessions and individual work in the language lab at the media center.

Requisite: Chinese 01 or equivalent. Second semester. Lecturers Shen and Teng.

03. Second-Year Chinese I. This course in Mandarin Chinese stresses oral and written proficiency at the intermediate level. In addition to the textbook there will be supplementary reading materials. Three class hours supplemented by two drill sessions and individual work in the media center.

Requisite: Chinese 02 or equivalent. First semester. Senior Lecturer Lan and Lecturer Shen.

04. Second-Year Chinese II. A continuation of Chinese 03. This course stresses oral proficiency and introduces simplified characters. Additional supplementary

reading materials will be used. Three class hours supplemented by two drill sessions and work in the media center.

Requisite: Chinese 03 or equivalent. Second semester. Senior Lecturer Lan and Lecturer Shen.

05. Third-Year Chinese I. This course is designed to expose students to more advanced and comprehensive knowledge of Mandarin Chinese, with an emphasis on both linguistic competence and communicative competence. The class will be conducted mostly in Chinese. Three class hours supplemented by two drill sessions and individual work in the media center.

Requisite: Chinese 04 or equivalent. First semester. Lecturer Teng.

06. Third-Year Chinese II. A continuation of Chinese 05. Developments of basic four skills will continue to be stressed. Students will be trained to write articles and to read Chinese in both print and hand-written forms. Three class hours supplemented by two drill sessions and individual work in the media center.

Requisite: Chinese 05 or equivalent. Second semester. Lecturer Teng.

07. Fourth-Year Chinese I. In addition to the continued development of linguistic skills, particularly in speaking and writing, this course will introduce the advanced students of Chinese to a list of authentic texts that includes different genres and styles. Classes, primarily conducted in Chinese, meet twice a week.

Requisite: Chinese 06 or equivalent. First semester. Senior Lecturer Lan.

08. Fourth-Year Chinese II. Continuation of Chinese 07. Original texts, both literary and nonliterary, will be introduced to students to strengthen their mastery and appreciation of the Chinese language. Two class meetings per week.

Requisite: Chinese 07 or equivalent. Second semester. Senior Lecturer Lan.

10. The Art of Translation/Interpretation. Translation/interpretation is, in our new intellectual landscape, viewed as socio-cultural transmission. It is also an indispensable component in second language acquisition. With an emphasis on the socio-cultural aspects of language, the course is designed to help advanced students to master the ability of translating/interpreting from his or her home language to the target language and vice versa, in this case, English and Chinese. Students will be trained to appreciate and critique samples of translations by seasoned translators and will be required to complete translation/interpretation assignments, based on English and Chinese materials selected from literary works, political essays and speeches, etc. The assignments, including the final project, are to a great extent individualized, according to the students' needs and in consultation with the instructor.

Requisite: Chinese 07 or equivalent. Omitted 2003-04. Senior Lecturer Lan.

97, 98. Special Topics. Independent reading course.

First and second semesters. Members of the Department.

Japanese

01. First-Year Japanese I. The course will provide an introduction to the basic patterns of modern Japanese. Attention will be given to developing skills of speaking, reading, writing, and listening. All of the kana syllabary and approximately 200 basic kanji will be covered. Three class meetings per week plus two drill sessions and individual work in the media center.

First semester. Professor Tawa (Course Coordinator), Senior Lecturer Miyama, and Assistant.

02. First-Year Japanese II. A continuation of Japanese 01. The course will emphasize mastery of patterns and will employ written materials introducing more kanji (additional 300 kanji). Three class meetings per week plus two drill sessions and individual work in the media center.

Requisite: Japanese 1 or equivalent. Second semester. Professor Tawa (Course Coordinator), Senior Lecturer Miyama, and Assistant.

03. Second-Year Japanese I. The course will emphasize development of all four skills (speaking, reading, writing, and listening) at a more complex, multi-paragraph level. Two class meetings per week plus three drill sessions and individual work in the media center.

Requisite: Japanese 02 or equivalent. First semester. Professor Tawa (Course Coordinator), Senior Lecturer Miyama, and Assistant.

04. Second-Year Japanese II. A continuation of Japanese 03. Oral practice, reading, and writing. The course will focus on reading authentic Japanese texts. For development of conversational skills, the class will be conducted mostly in Japanese. Two class meetings per week plus three drill sessions and individual work in the media center.

Requisite: Japanese 03 or equivalent. Second semester. Professor Tawa (Course Coordinator), Senior Lecturer Miyama, and Assistant.

05. Third-Year Japanese I. Discussion and writing based on contemporary Japanese readings. Emphasis on developing reading and writing skills. This course provides exposure to more complex grammatical constructions and extensive practice in reading authentic Japanese texts of moderate to great difficulty. The class will be conducted entirely in Japanese. Three class meetings per week plus two drill sessions.

Requisite: Japanese 04 or equivalent. First semester. Lecturer Kayama.

06. Third-Year Japanese II. A continuation of Japanese 05. Three class meetings per week plus two drill sessions.

Requisite: Japanese 05 or equivalent. Second semester. Lecturer Kayama.

07. Fourth-Year Japanese I. This course is designed for the advanced student of Japanese who wishes to develop a high proficiency in reading authentic material and to develop a better writing style in Japanese. Readings will be selected from novels, scientific articles, expository prose and journalistic writings. The class will be conducted entirely in Japanese. Two class meetings per week plus two or three drill sessions.

Requisite: Japanese 06 or equivalent. First semester. Senior Lecturer Miyama.

08. Fourth-Year Japanese II. A continuation of Japanese 07. Two class meetings per week plus two or three drill sessions.

Requisite: Japanese 07 or equivalent. Second semester. Senior Lecturer Miyama.

15. Reading Japanese Novels in the Original. This course is designed to give advanced students experience in reading Japanese literature in the original. The emphasis of the course will be on comprehension and analysis of the works read through class discussion and presentations. Writing assignments will be given to develop critical and creative writing skills in Japanese. Readings and discussion will be in Japanese.

Requisite: Japanese 08 or equivalent. First semester. Lecturer Kayama.

16. Japanese Literature and Film. This course is designed to improve the advanced student's command of spoken and written Japanese through film and literature. The course will emphasize comprehension, both aural and written, of

works in Japanese, and development of vocabulary and idiomatic expression in Japanese. Critical language skills will be developed through frequent writing assignments as well as oral presentations.

Requisite: Japanese 08 or equivalent. Second semester. Lecturer Kayama.

97, 98. Special Topics. Independent reading course.

First and second semesters. Members of the Department.

ASTRONOMY

Professor Greenstein.

Five College Astronomy Department Faculty: Professors Dennis, Edwards, Greenstein, Irvine, Kwan, Schloerb, Schneider, Snell (Chair), Weinberg, and Young; Associate Professors Katz, Mo, and Wang; Assistant Professors Lowenthal, Tripp, Wilson, and Yun; Research Professor Erickson; Research Associate Professor Heyer; Research Assistant Professors Kanbur and Narayanan; Teaching Fellows Finn, Hameed, and Leonard.

Astronomy was the first science, and it remains today one of the most exciting and active fields of scientific research. Opportunities exist to pursue studies both at the non-technical and advanced levels. Non-technical courses are designed to be accessible to every Amherst student: their goal is to introduce students to the roles of quantitative reasoning and observational evidence, and to give some idea of the nature of the astronomical universe. These courses are often quite interdisciplinary in nature, including discussion of issues pertaining to biology, geology and physics. Advanced courses are offered under the aegis of the Five College Astronomy Department, a unique partnership between Amherst, Smith, Mount Holyoke and Hampshire Colleges and the University of Massachusetts. As a result of this partnership, students can enjoy the benefits of a first-rate liberal arts education while maintaining association with a research department of international stature. Students may pursue independent theoretical and observational work in association with any member of the department, either during the academic year or summer vacation. Advanced students pursue a moderate study of physics and mathematics as well as astronomy.

A joint Astronomy Department provides instruction at Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts. Introductory courses are taught separately at each of the five institutions; advanced courses are taught jointly. ASTFC indicates courses offered by the Five College Astronomy Department. These courses are listed in the catalogs of all the institutions. For ASTFC courses, students should go to the first scheduled class meeting on or following Thursday, September 4, for the fall semester and Wednesday, January 28, for the spring semester. The facilities of all five institutions are available to departmental majors. (See description under Astronomy 77, 78.) Should the needs of a thesis project so dictate, the Department may arrange to obtain special materials from other observatories.

Major Program. The minimum requirements for the *rite* major are two Astronomy courses at the 20-level, two Astronomy courses at the 30-level or higher, Physics 23 and 24, and Mathematics 11 and 12.

Students intending to apply for admission to graduate schools in astronomy are warned that the above program is insufficient preparation for their needs. They should consult with the Department as early as possible in order to map out an appropriate program.

Students even considering a major in Astronomy are strongly advised to take Mathematics 11, Physics 23, and some Astronomy during the first year. The sequence of courses and their requisites is such that failure to do so would severely limit a student's options. All Astronomy majors must pass a written comprehensive examination in the second semester of their senior year.

11. Introduction to Modern Astronomy. A course reserved exclusively for students not well-versed in the physical sciences. The properties of the astronomical universe and the methods by which astronomers investigate it are discussed. Topics include the nature and properties of stars, our Galaxy, external galaxies, cosmology, the origin and character of the solar system, and black holes. Three one-hour lectures per week.

Enrollment limited. Admission with consent of the instructor. No student who has taken any upper level math or science course will be admitted. Second semester. Professor Greenstein.

12. The Unseen Universe. In recent years astronomers have come to realize that the view of the universe which we get through telescopes is not telling us the whole story. Rather, in addition to all the astronomical objects which we can directly observe, the universe contains an enormous number of unseen things: objects which we have never directly detected and, in some cases, which we never will. Some of these objects are black holes, some are planets orbiting nearby stars, and the nature of the rest—the mysterious “dark matter”—is entirely unknown to us.

In this course, working with real data, students will retrace the path whereby we have come to this remarkable conclusion. Much of the course takes an inquiry-based approach to learning, in which students forge their own understanding through seminar discussions and their own efforts. This is a first course in Astronomy; and while much of the work will involve computers, no previous programming experience is required. Two class meetings per week plus computer laboratories.

Requisite: A solid foundation in mathematics and some quantitative science at the high school level. Omitted 2003-04.

14. Stars and Galaxies. An introductory course appropriate for both physical science majors and students with a strong pre-calculus background. Topics include: the observed properties of stars and the methods used to determine them, the structure and evolution of stars, the end-points of stellar evolution, our Galaxy, the interstellar medium, external galaxies, quasars and cosmology.

Second semester. Professor to be named.

20. Astronomy and Public Policy. Astronomical issues that impact our society will be explored in a seminar format. The approach for each issue will be to pose a question based on a body of scientific evidence with potential consequences for human society. The answers to these questions will be investigated both on scientific and societal grounds. Scientific issues include the potential threat of collisions between the earth and other solar system bodies, and the potential existence of extraterrestrial life. Students will assemble into three teams, two acting as scientists arguing for or against a particular course of action and a third team acting as a congressional subcommittee which must make a policy decision based on the evidence provided, recommending a response and an appropriate level of federal investment. The course bibliography will include primary sources, both from the scientific literature and from congressional records.

Requisites: One semester of calculus and one semester of any physical science. Second semester. Teaching Fellow Hameed.

23. Planetary Science. (ASTFC) An introductory course for physical science majors. Topics include: planetary orbits, rotation and precession; gravitational and tidal interactions; interiors and atmospheres of the Jovian and terrestrial planets; surfaces of the terrestrial planets and satellites; asteroids, comets, and planetary rings; origin and evolution of the planets.

Requisite: One semester of a physical science and one semester of calculus (may be taken concurrently). Some familiarity with physics is essential. First semester. Professor Dyar.

24. Stellar Astronomy. (ASTFC) This is a course on the observational determination of the fundamental properties of stars. It is taught with an inquiry-based approach to learning scientific techniques, including hypothesis formation, pattern recognition, problem solving, data analysis, error analysis, conceptual modeling, numerical computation and quantitative comparison between observation and theory.

Because many of the pedagogical goals of Astronomy 24 and 25 are identical, students are advised not to take both of these courses. Two class meetings per week plus computer laboratories.

Requisite: Mathematics 11 and either an introductory Astronomy or an introductory Physics course. Second semester. Professor Edwards.

25. Galactic and Extragalactic Astronomy: The Dark Matter Problem. This course explores the currently unsolved mystery of dark matter in the universe using an inquiry-based approach to learning. Working with actual and simulated astronomical data, students will explore this issue both individually and in seminar discussions. The course will culminate in a "conference" in which teams present the results of their work.

Because many of the pedagogical goals of Astronomy 24 and 25 are identical, students are advised not to take both of these courses. Students who have taken the first-year seminar, "The Unseen Universe," may not take Astronomy 25. Two class meetings per week plus computer laboratories.

Requisite: Mathematics 11 and either an introductory Astronomy or an introductory Physics course. Omitted 2003-04.

26. Cosmology. (ASTFC) Cosmological models and the relationship between models and observable parameters. Topics in current astronomy which bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determination of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology and speculations concerning its future as a science.

Requisite: One semester of calculus and one semester of some physical science; no Astronomy requisite. Second semester. Professor Dennis.

30. Seminar: Topics in Astrophysics. In the fall semester the topic studied will be Mars. Questions include (1) Where was the water on Mars and where did it go? (2) How has the Martian atmosphere evolved over time? (3) What rock types are present on the Martian surface based on meteorite studies vs. direct observation? (4) How can geomorphic features of Mars best be interpreted, and what do they tell us about the evolution of the planet? and (5) Was there life on Mars at any time?

Requisite: Physics 24 and one astronomy course at the 20-level or higher. First semester. Professor Dyar.

35. Introduction to Astrophysics. How do astronomers determine the nature and extent of the universe? Following the theme of the "cosmic distance ladder," we explore how our understanding of astrophysics allows us to evaluate the size of the observable universe. We begin with direct determinations of distances in the solar system and to nearby stars. We then move on to spectroscopic distances of more distant stars, star counts and the structure of our Galaxy, Cepheid variables and the distances of other galaxies, the Hubble Law and large-scale structure in the universe, quasars and the Lyman-alpha forest.

Requisites: One astronomy course at the 20-level or higher and Physics 24. First semester. Professor Wilson.

37. Observational Techniques in Optical and Infrared Astronomy. Offered in alternate years with Astronomy 38. An introduction to the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared. Telescope design and optics. Instrumentation for imaging, photometry, and spectroscopy. Astronomical detectors. Computer graphics and image processing. Error analysis and curve fitting. Data analysis and astrophysical interpretation. Evening laboratories to be arranged.

Requisite: Two courses of physics and either Astronomy 24, 30, 35 or 51. Not open to first-year students. Second semester. Teaching Fellow Finn.

38. Techniques of Radio Astronomy. (ASTFC) Offered in alternate years with Astronomy 37. Introduction to the equipment and techniques of radio Astronomy. With lab. Equipment, techniques, nature of cosmic radio sources. Radio receiver and antenna theory. Radio flux, brightness temperature and the transfer of radio radiation in cosmic sources. Effect of noise, sensitivity, bandwidth, and antenna efficiency. Techniques of beam switching, interferometry and aperture synthesis. Basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions; nonthermal sources. Applications to the sun, interstellar clouds, and extragalactic objects.

Requisite: Physics 24, Mathematics 11 and some familiarity with Astronomy. Not open to first-year students. Omitted 2003-04.

52. Astrophysics II: Galaxies. (ASTFC) Physical processes in the gaseous interstellar medium: photoionization in HII regions and planetary nebulae; shocks in supernova remnants and stellar jets; energy balance in molecular clouds. Dynamics of stellar systems: star clusters and the Virial Theorem; galaxy rotation and the presence of dark matter in the universe; spiral density waves. Quasars and active galactic nuclei: synchrotron radiation; accretion disks; super-massive black holes.

Requisite: Four semesters of Physics. Second semester. Professor Lowenthal.

73, 74. Reading Course. Students electing this course will be required to do extensive reading in the areas of astronomy and space science. Two term papers will be prepared during the year on topics acceptable to the Department.

Open to seniors. First and second semesters. The Department.

77, 78. Senior Departmental Honors. Opportunities for theoretical and observational work on the frontiers of science are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy, and exobiology. Facilities include the Five College Radio Astronomy Observatory, the Laboratory for Infrared Astrophysics, balloon astronomy equipment (16-inch telescope, cryogenic detectors), and modern 24- and 16-inch Cassegrain reflectors. An Honors candidate must submit an acceptable thesis

and pass an oral examination. The oral examination will consider the subject matter of the thesis and other areas of astronomy specifically discussed in Astronomy courses.

Open to seniors. Required of Honors students. First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

BIOLOGY

Professors S. George, Goldsby (Simpson Lecturer), Poccia†, Ratner (Chair), Williamson, and Zimmerman; Associate Professor Temeles; Assistant Professors Clotfelter, Goutte, and Miller.

The Biology curriculum is designed to meet the needs of students preparing for postgraduate work in biology or medicine, as well as to provide the insights of biology to other students whose area of specialization lies outside biology.

Courses for Non-Major Students. Biology 08 and 14 each focus on a particular topic within biology, and are specifically intended for students who do not major in biology. These courses will not normally count towards the Biology major, and do not meet the admission requirements for medical school. The two semesters of introductory biology (Biology 18 and 19) may also be taken by non-majors who wish a broad introduction to the life sciences.

Major Program. The Biology major consists of three categories:

1. Two introductory biology courses (Biology 18 and 19);
2. Four courses in physical sciences and mathematics (Mathematics 11, Chemistry 11 or 15, Chemistry 12, and Physics 16, 23 or 32);
3. Five additional courses in biology, except for Special Topics and Biology 08 and 14, chosen according to each student's needs and interests, subject to two constraints: First, at least three of the five must be laboratory courses. These courses are Biology 22, 23, 24, 25, 29, 30, 32, 35, and 39. Second, the five courses must include at least one course in each of the following three areas:
 - (a) Molecular and cellular mechanisms of life processes: Molecular Genetics (Biology 25), Cell Structure and Function (Biology 29), Biochemistry (Biology 30), Structural Biology (Biology 37);
 - (b) Integrative processes that show the relationship between molecular mechanisms and macroscopic phenomena: Developmental Biology (Biology 22), Genetic Analysis of Biological Processes (Biology 24), Animal Physiology (Biology 26), Immunology (Biology 33), Neurobiology (Biology 35);
 - (c) Evolutionary explanations of biological phenomena: Ecology (Biology 23), Evolutionary Biology (Biology 32), Animal Behavior (Biology 39).

All Biology majors will take a Senior Comprehensive Examination administered by the Department. Beginning in the fall of 2004, all senior majors will attend Biology seminars.

Most students should begin with Biology 18 in the spring semester of their first year. Students with Advanced Placement grades of 4 or 5 may choose to place out of either Biology 18 or Biology 19. To be exempted from Biology 18, a

†On leave first semester 2003-04.

student must also pass a two-hour written examination that will be offered by appointment. Exemption from both Biology 18 and Biology 19 requires permission of the Department. A student exempted from Biology 18 and/or Biology 19 must substitute an upper level course for each exemption. The Biology major will then require a total of seven courses from categories 1 and 3 above, four of which must have a laboratory component.

Chemistry 11 and/or Chemistry 12 are requisites for several Biology courses. Students are therefore encouraged to take Chemistry 11 in the fall of their first year, particularly students whose planned courses emphasize integrative processes or cellular and molecular mechanisms. Students preparing for graduate study in life sciences should consider taking Chemistry 21 and 22, Physics 17, and a course in statistics in addition to the minimum requirements for the Biology major. Note that Chemistry 21 and 22 are requisites for Biology 30 and that prior completion of Physics 17, 24 or 33 is recommended for Biology 35.

Departmental Honors Program. Honors work in Biology is an opportunity to do original laboratory or field research and to write a thesis based on this research. The topic of thesis research is chosen in consultation with a member of the Biology Department who agrees to supervise the Honors work. Candidates for Honors in Biology will also attend the Biology Seminar, at which faculty, students, and visitors discuss current research in the life sciences. Honors candidates take Biology 77 and 78D in addition to the other requirements for the major, except that Honors candidates may take four rather than five courses in addition to Biology 18 and 19, subject to the laboratory and subject area constraints.

Courses for Premedical Students. Students not majoring in Biology may fulfill the two-course minimum premedical requirement in Biology by taking two laboratory courses in Biology. Students interested in health professions other than allopathic medicine should consult a member of the Health Professions Committee regarding specific requirements.

08. The Biology of Catastrophe: Cancer and AIDS. AIDS, the acquired immunodeficiency syndrome, is caused by HIV infection and is the result of a failure of the immune system. Cancer is the persistent, uncontrolled and invasive growth of cells. A study of the biology of these diseases provides an opportunity to contrast the normal operation of the immune system and the orderly regulation of cell growth with their potentially catastrophic derangement in cancer and AIDS. A program of lectures and readings will provide an opportunity to examine the way in which the powerful technologies and insights of molecular and cell biology have contributed to a growing understanding of cancer and AIDS. Factual accounts and imaginative portraits will be drawn from the literature of illness to illuminate, dramatize and provide an empathetic appreciation of those who struggle with disease. Finally, in addition to scientific concepts and technological considerations, society's efforts to answer the challenges posed by cancer and AIDS invite the exploration of many important social and ethical issues. This course is intended primarily for non-majors. Three classroom hours per week.

Limited to 50 students. Only students majoring in Biology, Chemistry, or Psychology will be admitted, and consent of the instructor is required. Second semester. Professor Goldsby.

14. The Evolution of Human Nature. A study of how recent extensions of the theory of natural selection explain the origin and evolution of human social behavior. After consideration of the relevant principles of genetics, evolution,

population biology, and animal behavior, the social evolution of animals, in particular that of the apes, will be discussed. With this background, several aspects of human psychological and social evolution will be considered: the instinct to create and acquire language; aggression within and between the sexes; mating patterns; the origin of patriarchy; systems of kinship and inheritance; incest avoidance; rape; reciprocity and exchange; warfare; moral behavior, and the evolution of laws and justice. Three hours of lecture and films per week.

Omitted 2003-04.

18. Adaptation and the Organism. An introduction to evolutionary theory, and how evolutionary theory can be used to study the diversity of life. Following an exploration of the core components of evolutionary theory (such as natural selection, sexual selection, and kin selection), we'll examine how evolutionary processes have shaped morphological, anatomical, physiological, and behavioral adaptations in organisms to solve many of life's problems, ranging from how to maintain salt and water balance to how to attract and locate mates to how to schedule reproduction throughout a lifetime. We'll start with a familiar organism—ourselves—and then relate and compare adaptations of humans to those of their nearest (vertebrate) and not-so-nearest (bacteria and plants) relatives, examining how and why these organisms have arrived at similar or different solutions to life's problems. Laboratories will complement lectures and will involve field experiments on natural selection and laboratory studies of vertebrates, invertebrates, bacteria, and plants. Four classroom hours and four laboratory hours per week.

Second semester. Professors to be named.

19. Molecules, Genes and Cells. An introduction to the molecular and cellular processes common to life. A central theme is the genetic basis of cellular function. Four classroom hours and four laboratory hours per week.

Requisite: Prior completion of, or concurrent registration in, Chemistry 12, or consent of the instructor. First semester. Professors Goutte and Williamson.

22. Developmental Biology. A study of the development of animals, leading to the formulation of the principles of development, and including an introduction to experimental embryology and developmental physiology, anatomy, and genetics. Four classroom hours and four hours of laboratory per week.

Requisite: Biology 19. Limited to two sections of 24 students each. Second semester. Professor Poccia.

23. Ecology. A study of the relationships of plants and animals (including humans) to each other and to their environment. We'll start by considering the decisions an individual makes in its daily life concerning its use of resources, such as what to eat and where to live, and whether to defend such resources. We'll then move on to populations of individuals, and investigate species population growth, limits to population growth, and why some species are so successful as to become pests whereas others are on the road to extinction. The next level will address communities, and how interactions among populations, such as competition, predation, parasitism, and mutualism, affect the organization and diversity of species within communities. The final stage of the course will focus on ecosystems, and the effects of humans and other organisms on population, community, and global stability. The laboratory portion of the course will involve observational and experimental studies in the field and an examination of techniques for the statistical analysis of data in the laboratory. Three hours of lecture and four hours of laboratory or field work per week.

Requisite: Biology 18 or consent of the instructor. Not open to first-year students. Limited to 30 students. Omitted 2003-04.

24. Genetic Analysis of Biological Processes. This course will explore the application of genetic analysis towards understanding complex biological systems. Scientists often turn to the study of genes and mutations when trying to decipher the mechanisms underlying such diverse processes as the making of an embryo, the response of cells to their environment, or the defect in a heritable disease. By reading papers from the research literature, we will study in detail some of the genetic approaches that have been taken to analyze certain molecular systems. We will learn from these examples how to use genetic analysis to formulate models that explain the molecular function of a gene product. The laboratory portion of this course will include discussions of the experimental approaches presented in the literature. Students will apply these approaches to their own laboratory projects. Three hours of lecture and three hours of laboratory per week; the laboratory projects will require additional time outside of class hours.

Requisite: Biology 19. Not open to first-year students. Limited to 30 students. Second semester. Professor Goutte.

25. Molecular Genetics. A study of the molecular mechanisms underlying the transmission and expression of genes. DNA replication and recombination, RNA synthesis and processing, and protein synthesis and modification will be examined. Both prokaryotic and eukaryotic systems will be analyzed, with an emphasis upon the regulation of gene expression. Application of modern molecular methods to biomedical and agricultural problems will also be considered. The laboratory component will focus upon recombinant DNA methodology. Four classroom hours and four hours of laboratory per week; some laboratory exercises may require irregular hours.

Requisite: Biology 19. Not open to first-year students. Limited to 30 students. First semester. Professor Ratner.

26. Animal Physiology. Function, structure and regulation in biological tissues, organs, and organ systems. How organisms maintain their body form against gravity, manage food intake, control ion and water content, circulate fluids, exchange gases, respond to temperature changes, and process sensory information. How these activities are regulated by the nervous system and by hormonal controls. Four classroom hours per week.

Requisite: Biology 18 or consent of the instructor. Not open to first-year students. Omitted 2003-04.

28. Experimental Design and Data Analysis in the Life Sciences (Biostatistics). Organisms—even members of the same species—differ from one another in many ways, as do other things biologists study, such as cells within an organism and replicates of biochemical preparations. This course is about how to describe differences quantitatively, and how to formulate and test hypotheses about differences. For example, how likely is it that an observed difference between an experimental and a control group would arise by chance because of variability in the population being studied even if there were no effect of the experiment? The course will include study of the principles behind parametric and non-parametric methods of data analysis, practice in using these methods, and discussion of examples from the life sciences literature of successes and failures in the design of experiments and the use of statistics.

Omitted 2003-04.

29. Cell Structure and Function. An analysis of the structure and function of cells in plants, animals, and bacteria. Topics to be discussed include the cell surface and membranes, cytoskeletal elements and motility, cytoplasmic organelles and bioenergetics, the interphase nucleus and chromosomes, mitosis, meiosis, and cell cycle regulation. Three classroom hours and four hours of laboratory per week.

Requisites: Biology 19 and completion of, or concurrent registration in, Chemistry 12. Second semester. Professor Williamson.

30. Biochemistry. (Also Chemistry 30.) Structure and function of biologically important molecules and their role(s) in life processes. Protein conformation, enzymatic mechanisms and selected metabolic pathways will be analyzed. Additional topics may include: nucleic acid conformation, DNA/protein interactions, signal transduction and transport phenomena. Four classroom hours and four hours of laboratory work per week. Offered jointly by the Departments of Biology and Chemistry.

Requisites: Chemistry 21 and Biology 19. Chemistry 22 is a co-requisite. Anyone wishing to take the course who does not satisfy these criteria should obtain consent of the instructor. Second semester. Professor Ratner and Chemistry professor to be named.

32. Evolutionary Biology. An introduction to the field of evolutionary biology. Lectures concern the evidence for evolution and the development of evolutionary theory. Emphasis is placed on microevolutionary mechanisms of change, large-scale macroevolutionary patterns, and major innovations in the history of life. Readings assigned from the primary literature will focus on experimental studies of evolution and will be followed by student presentations and discussion. Laboratories will offer hands-on experience with evolutionary processes including characterization of genetic structure in natural populations, selection, reproductive isolating mechanisms, and the evolution of insecticide resistance. Three hours of lecture and four hours laboratory work each week.

Requisites: Biology 18 and 19. Not open to first-year students. Limited to 24 students. First semester. Professor Miller.

33. Immunology. The immune response is a consequence of the developmentally programmed or antigen-triggered interaction of a complex network of interacting cell types. These interactions are controlled by regulatory molecules and often result in the production of highly specific cellular or molecular effectors. This course will present the principles underlying the immune response and describe the methods employed in immunology research. In addition to lectures, a program of seminars will provide an introduction to the research literature of immunology. Three classroom hours per week.

Requisites: Biology 19, and Biology 25 or 29 or 30 or consent of the instructor. Limited to 30 students. First semester. Professor Goldsby.

35. Neurobiology. Nervous system function at the cellular and subcellular level. Ionic mechanisms underlying electrical activity in nerve cells; the physiology of synapses; transduction and integration of sensory information; the analysis of nerve circuits; the specification of neuronal connections; trophic and plastic properties of nerve cells; and the relation of neuronal activity to behavior. Four classroom hours and four hours of laboratory work per week.

Requisites: Biology 18 or 19 and Chemistry 11. Physics 17, 24 or 33 is recommended. Limited to 24 students. First semester. Professor George.

37. Structural Biology. This course will concentrate on the structure of proteins at the atomic level. It will include an introduction to methods of structure determination, to databases of structural information, and to publicly available visualization software. These tools will be used to study some class of specific structures (such as membrane, nucleic acid binding, regulatory, structural, or metabolic proteins). These proteins will provide the framework for discussion of such concepts as domains, motifs, molecular motion, structural homology, etc., as well as addressing how specific biological problems are solved at the atomic level. Three hours per week.

Requisites: Biology 19 and Chemistry 12. Chemistry 21, Biology 29, or Biology 30 would be helpful but are not required. Limited to 20 students. First semester. Professor Williamson.

39. Animal Behavior. Shaped by millions of years of natural and sexual selection, animals have evolved myriad abilities to respond to their biotic and abiotic environment. This course examines animal behavior from both a mechanistic and a functional perspective. Drawing upon examples from a diverse range of taxa, we will discuss topics such as sensory ecology, behavior genetics, behavioral endocrinology, behavioral ecology and sociobiology. Three classroom hours and four laboratory hours per week.

Requisite: Biology 18 or consent of the instructor. Not open to first-year students. Limited to 30 students. First semester. Professor Clotfelter.

43. Seminar in Evolution. Interdisciplinary approaches to biological issues from the perspective of evolutionary biology. The topic for 2000 was the scope of infectious disease. Evolutionary theory and recent evidence from a broad range of biomedical disciplines indicate that most of the major chronic diseases may be caused by infection. The course will assess the theory and evidence for categories of diseases such as mental illness, cancer, heart disease, stroke, and infertility. Three hours per week.

Requisite: Biology 18 or 23 or 32 or consent of the instructor. Limited to 15 students. Omitted 2003-04.

45. Seminar in Behavioral Ecology. This course will explore the relationship between an animal's behavior and its social and ecological context. The topic for 2003 will be the evolution of sexual dimorphism in animals. Sexual dimorphism is widespread in animals, yet its causes remain controversial and have generated much debate. In this seminar we will examine a variety of sexual dimorphisms in different groups of animals and consider hypotheses for how these sexual dimorphisms may have evolved. We will then consider how such hypotheses are tested in an attempt to identify the best approaches to studying the evolution of sexual dimorphisms. Then we will look at evidence that either supports or refutes various hypothesized mechanisms for the evolution of sexual dimorphisms in different animal groups. Finally, we will consider whether some mechanisms for the evolution of sexual dimorphism are more common among certain kinds of organisms (predators) than others (herbivores). Three hours per week.

Requisite: Biology 18, 23, 32 or consent of the instructor. Not open to first-year students. Limited to 15 students. First semester. Professor Temeles.

57. Seminar in Developmental Genetics. A great deal of our molecular understanding of developmental biology stems from genetic analysis of mutants in model systems. In this seminar, we will discuss genetic experiments that have elucidated the mechanisms underlying cell signaling events in multicellular animals. We will consider a range of phenomena that occur early in development and are

critical for establishing proper cell fates during the development of the two best-studied genetic model systems: *Drosophila* and *C. elegans*. We will see how information from one species can be directly applied to another, and how differences between species can help us to focus on fundamental issues. All readings will be from current scientific journals. Three classroom hours per week.

Requisite: Biology 22, 24 or 25. Limited to 15 students. First semester. Professor Goutte.

77, 78D. Senior Departmental Honors. Honors students usually, but not always, take three courses of thesis research, with the double course load in the spring. The work consists of seminar programs, individual research projects, and preparation of a thesis on the research project.

Open to seniors. First and second semesters. The Department.

97, 97H, 98, 98H. Special Topics. Independent reading or research courses. Half or full course as arranged. Does not normally count toward the major.

First and second semesters.

RELATED COURSE

Fisheries. See Pick Colloquium 05.

Not open to first-year students. Limited to 15 students. First semester. Professor Temeles.

BLACK STUDIES

Professors Abiodunt, Cobham-Sandert, Rushing (Chair), and Wills*; Assistant Professor Ferguson; Visiting Assistant Professor Bonner; Andrew W. Mellon Visiting Assistant Professor Pinho Chagas; Visiting Lecturers Bailey and Zoll.

Black Studies is an interdisciplinary exploration of the histories and cultures of black peoples in Africa and the diaspora. It is also an inquiry into the social construction of racial differences and its relation to the perpetuation of racism and racial domination.

Major Program. A major in Black Studies usually consists of a minimum of ten courses. Courses required of all majors are: Black Studies 11 (normally to be taken by the end of the sophomore year), and Black Studies 64, the Black Studies Tutorial, which is usually taken during the junior year. Majors are encouraged but not required to take Black Studies 97 or 98. In addition, each major normally will be required to take courses offered or approved by the Department in at least three distinct disciplines, and to take at least two such courses in each of the three following areas: Africa, the United States, and Latin America and the Caribbean. Each major will also be expected to take at least one course other than Black Studies 11 that focuses on cultural connections between Africa and the diaspora (e.g., Black Studies 23, 24, 28, 29, or 45). Early in the spring semester of the senior year, all majors will be required to pass a comprehensive examination in Black Studies.

Field Work. Majors are encouraged to participate in field work or its equivalent in one of the following ways: (1) course-related work in local communities; (2)

*On leave 2003-04.

†On leave first semester 2003-04.

research and participation in communities elsewhere in the United States; (3) study and work abroad (e.g., in Sub-Saharan Africa or the Caribbean).

Departmental Honors Program. Candidates for Departmental Honors in Black Studies must complete the Major Program, including the Seniors Honors sequence, Black Studies 77 and 78 or 78D. The Honors sequence will be devoted to a special research project, culminating in a thesis. Departmental Honors will be based both on the quality of the thesis and the student's entire academic record. Recommendations for both College and Departmental Honors will be made in accordance with the criteria set forth in this catalog under "Degree with Honors."

11. Introduction to Black Studies. An interdisciplinary introduction to Black Studies. Topics will include the Frazier-Herskovitz debate, the sociology of the black underclass, the literary criticism of black literature, contemporary discussions of Eurocentrism and Afrocentrism, and the conceptual framework of black history.

Second semester. Professors Cobham-Sander and Ferguson.

21. Introduction to Afro-Brazilian Culture. This course will introduce students to the main themes of Afro-Brazilian culture. Part one addresses its origins and early formations. Part two examines specific topics such as black cultural production in Brazil, Brazil in the Black Atlantic, and the role of representations of Africa in contemporary black popular culture in Brazil. Readings will include Gilberto Freyre's *Brazil: An Interpretation*, Hermano Vianna's *The Mystery of Samba*, Ruth Landes' *City of Women*, Paul Gilroy's *Black Atlantic*, Melville Herskovitz's *The Myth of the Negro Past*, and S. Howe's *Afrocentrism, Mythical Pasts and Imagined Homes*.

Limited to 20 students. Preference given to Black Studies majors. First semester. Professor Pinho.

23. Short Stories from the Black World. This course which includes presentations by African, Caribbean, and African-American story-tellers, studies the oral origins of written stories and the thematic and stylistic continuities between orature and written literature. Among the authors to be read are Chinua Achebe, Ama Ata Aidoo, Toni Cade Bambara, Jan Carew, Charles Chesnutt, J. California Cooper, Bessie Head, Jamaica Kincaid, Earl Lovelace, Paule Marshall, James Alan McPherson, Grace Ogot, and Opal Adisa Palmer.

Second semester. Professor Rushing.

24. Representations of Black Women in Black Literature. This cross-cultural course examines similarities and differences in portrayals of girls and women in Africa and its New World diaspora with special emphasis on the interaction of gender, race, class, and culture. Texts are drawn from Africa, the Caribbean, and the United States. Topics include motherhood, work, and sexual politics. Authors vary from year to year and include: Toni Cade Bambara, Maryse Condé, Nuruddin Farah, Bessie Head, Merle Hodge, Paule Marshall, Ama Ata Aidoo, and T. Obinkaram Echewa.

Omitted 2003-04. Professor Rushing.

25. African Languages in the Diaspora. Prejudice often drives the debate about language use in the African Diaspora. This class will address these attitudes with an in-depth examination of Creole and Pidgin languages of the Caribbean, African American (Vernacular) English (AAE), and Gullah, a language spoken by descendants of former slaves living on the Sea Islands of South Carolina. We will survey aspects of the linguistic structure and social context of these languages, including their history and development, their grammatical structure,

their relationship to other non-standard vernaculars, and the social factors that play a role in current usage. With this background we will then reconsider the question of non-standard vernaculars in education, with a focus on the 1990s Ebonics controversy and the 1970s Ann Arbor "Black English" trial.

First semester. Visiting Lecturer Zoll.

26. African American Autobiographies: A Survey. (Also English 70.) Autobiographies are the core of a written African-American literature that began with slave narratives. We will read works by Frederick Douglass and Harriet Jacobs, including such later classics as Richard Wright's *Black Boy*, *The Autobiography of Ida B. Wells*, and *The Autobiography of Malcolm X*. We will also study more recent works such as John Edgar Wideman's *Fatheralong* and Audre Lorde's *Zami*. Independent projects will focus on changing modes of autobiographical writing and critical perspectives on the genre.

Recommended requisite: A first course in English and/or Black Studies 11. First semester. Professor Rushing.

27. Creating a Self: Black Women's Testimonies, Memoirs and Autobiographies. Pioneering feminist critic Barbara Smith says, "All the men are Black, all the women are White, but some of us are brave." This cross-cultural course focuses on "brave" women from Africa and its New World diaspora who dare to tell their own stories and, in doing so, invent themselves. We will begin with a discussion of the problematics of writing and reading autobiographical works by those usually defined as "other," and proceed to a careful study of such varied voices as escaped slave Linda Brent/Harriet Jacobs, political activist Ida B. Wells, and feminist, lesbian poet Audre Lorde—all from the U.S.; Lucille Clifton, the Sistren Collective (Jamaica); Carolina Maria de Jesus (Brazil); Buchi Emecheta (Nigeria); and Nafissatou Diallo (Senegal).

Omitted 2003-04. Professor Rushing.

28. Religion in the Atlantic World, 1441-1600. (Also Religion 32.) See Religion 32. Omitted 2003-04. Professor Wills.

29. Childhood in African and Caribbean Literature. (Also English 55.) See English 55.

Open to first-year students with consent of the instructor. Omitted 2003-04. Professor Cobham-Sander.

30. Inscribing Orality in Caribbean Women's Writing. This course examines the prose fiction of selected Caribbean women writers from the anglophone, hispanophone and francophone Caribbean, with an emphasis on the writers' deployment of Caribbean oral forms in their written narratives. We will look at how such oral forms as storytelling, proverbs and gossip are deployed as the primary mode of narration; the political implications of inscribing voice; the use of voice for addressing a wide range of issues, particularly those directly related to women's lives. Additionally, students will be encouraged to explore such questions as: Whose voice is being written by these women? Is there a female way of writing? What are the stylistic and thematic similarities/differences among writers? Students will also be required to engage critically with a body of secondary material addressing trends in Caribbean women's fiction. Writers include Erna Brodber, Merle Collins, Curdella Forbes, Oonya Kempadoo, Jamaica Kincaid, Esmeralda Santiago, Olive Senior, and Miriam Warner-Vieyra.

Second semester. Visiting Lecturer Bailey.

31. Caribbean Literature: Home and Away. (Also English 65.) See English 65. First semester. Professor Rushing.

32. Discussing Blackness in Brazil. This course will address selected issues of blackness in Brazil and facilitate discussion and analysis of their overarching themes. It will offer a panorama of perspectives on blackness in contemporary Brazil and examine relevant and interconnected topics such as race, class, gender, and the definition of blackness in Brazil. In addition, it will explore issues of racial politics and representations of blackness in Brazilian media and culture. Students will read texts such as George Andrews' *Blacks and Whites in Sao Paulo, Brazil 1888-1988*, Michael Hanchard's *Orpheus and Power*, and D. J. Hellwig's *African-American Reflections on Brazil's Racial Paradise*.

Limited to 20 students. Preference given to Black Studies majors. Second semester. Professor Pinho.

36. African American Oral Traditions. In sub-Saharan Africa and many places in its American diaspora, the spoken, rather than the written, is the word of power. This course examines the continuing connections between African American oral forms—like children's games, folk tales, work songs, ballads, spirituals, sermons, proverbs, the blues, signifying, scatting, storytelling and "lyin"—and written literature which incorporates and builds on them. We will read such texts as Gayl Jones's *The Healing*, James Weldon Johnson's *God's Trombones*, James Alan McPherson's *Elbow Room*, Toni Cade Bambara's *The Salt Eaters*, John Edgar Wideman's *Brothers and Keepers*, Paule Marshall's *Praisesong for the Widow*, and Brenda Marie Osbey's *All Saints: New and Selected Poems*.

Omitted 2003-04. Professor Rushing.

37. Caribbean Poetry: The Anglophone Tradition. (Also English 99.) See English 99.

Omitted 2003-04. Professor Cobham-Sander.

40. "Past the Last Post": New African Writing. (Also English 67.) See English 67. Second semester. Professor Rushing.

42. Myth, Ritual and Iconography in West Africa. Through a contrastive analysis of the religious and artistic modes of expression in three West African societies—the Asanti of the Guinea Coast, and the Yoruba and Igbo peoples of Nigeria—the course will explore the nature and logic of symbols in an African cultural context. We shall address the problem of cultural symbols in terms of African conceptions of performance and the creative play of the imagination in ritual acts, masked festivals, music, dance, oral histories, and the visual arts as they provide the means through which cultural heritage and identity are transmitted and preserved, while, at the same time, being the means for innovative responses to changing social circumstances.

Second semester. Professor Abiodun.

43. Visual and Verbal Metaphors in Africa. This course explores the various ways in which traditional African visual and verbal arts are interdependent. Focusing on the Yoruba of southwestern Nigeria, it will examine and analyze Yoruba art as metaphor, a concept known as *Owe* in the Yoruba language. This approach to the study of art in an African society makes it possible to include the verbal and performing arts which are still living forms through which important information has been preserved in the traditionally non-literate societies of Africa.

Omitted 2003-04. Professor Abiodun.

44. Issues of Gender in African Literature. This course explores the ways in which issues of gender are presented by African writers and perceived by readers and critics of African writing. We will examine the insights and limitations of selected feminist, post-structural and post-colonial theories when they are

applied to African texts. We will also look at the difference over time in the ways that female and male African writers have manipulated socially acceptable ideas about gender in their work. Texts will be selected from the oeuvres of established writers like Soyinka, Achebe, Ngugi and Head, as well as from more recent works by writers like Farah, Aidoo, and Dangaremba. Preference will be given to students who have completed a previous course on African literature, history, or society.

Not open to first-year students. Limited to 25 students. Omitted 2003-04. Professor Cobham-Sander.

45. African Art and the Diaspora. (Also Fine Arts 70.) See Fine Arts 70. Omitted 2003-04. Professor Abiodun.

46. Survey of African Art. (Also Fine Arts 49.) See Fine Arts 49. Second semester. Professor Abiodun.

51. Religion in Black America: The Twentieth Century. (Also Religion 61.) See Religion 61.

Omitted 2003-04. Professor Wills.

53. The Birth and Growth of Bebop, 1938-1950. This course will examine the seeds of Bebop, from the Swing transition bands and soloists of the late 1930s through the major players of Bebop and the changes they made to the music and the culture. Major figures who will be studied closely include Coleman Hawkins, Lester Young, Dizzy Gillespie, Charlie Parker, Thelonius Monk, Bud Powell, Art Tatum, and Dexter Gordon. Attempts will be made to represent each jazz instrument and its transition from Swing to Bebop, and we will study both the small group approach chosen by Bebop musicians as well as attempts to bring Bebop into the larger ensemble. Additionally, the course will address the many social, economic, and racial factors that were important to the development of Bebop. Literary works of Langston Hughes, Ralph Ellison, Amiri Baraka, Albert Murray and the Beat Poets will also be examined.

Limited to 20 students. Some knowledge of musical terminology helpful but not required. Preference given to Black Studies majors, Music majors, and upperclassmen. Second semester. Lecturer Diehl.

54. Black Music/Black Poetry. (Also English 15.) Music is the central art form in African American culture. This course will juxtapose the poetry of the Harlem Renaissance of the 1920s and the poetry of the Black Arts Movement of the 1960s and 1970s as seen through the prism of the myriad ways music makes its way into poetry: poetry about musicians, poetry based on musical forms, and poetry that uses musical genres such as the spiritual, gospel music, blues, R&B, and jazz. We will consider rhythm, refrain, pitch, tone, timbre, cadence, and call-and-response in addition to paying particular attention to casual, generalized references to music, careful allusions to song titles, quotations from songs, the adaptation of song forms, precise musical notation in the text, the use of language from jazz life, and the poem as "score" or "chart." Among the poets we will read are Gwendolyn Brooks, Sterling Brown, Michael Harper, Langston Hughes, LeRoi Jones/Imanu Amiri Baraka, and Sonia Sánchez. Two class meetings per week.

Preference will be given to students who have taken Black Studies 11, a first course in English, Black Studies 61: Harlem Renaissance, or Music 38: Introduction to African American Music. Limited to 20 students. Omitted 2003-04. Professor Rushing.

57. African-American History from the Slave Trade to Reconstruction. (Also History 41.) This course is a survey of the history of African-American men and women from the sixteenth and seventeenth centuries through the Civil War and Reconstruction. The content is a mixture of the social, cultural, and political history of blacks during two and a half centuries of slavery with the story of the black freedom struggle and its role in America's national development. Among the major questions addressed: the slave trade in its moral and economic dimensions; African retentions in African-American culture; origins of racism in colonial America; how blacks used the rhetoric and reality of the American and Haitian Revolutions to their advancement; antebellum slavery; black religion and family under slavery and freedom; the free black experience in the North and South; the crises of the 1850s; the role of race and slavery in the causes, course, and consequences of the Civil War; and the meaning of emancipation and Reconstruction for blacks. Readings include historical monographs, slave narratives by men and women, and one work of fiction.

Combined enrollment limited to 50 students. First semester. Professor Bonner.

58. African-American History from Reconstruction to the Present. (Also History 42.) This course is a survey of the social, cultural, and political history of African-American men and women since the 1870s. Among the major questions addressed: the legacies of Reconstruction; the political and economic origins of Jim Crow; the new racism of the 1890s; black leadership and organizational strategies; the Great Migration of the World War I era; the Harlem Renaissance; the urbanization of black life and culture; the impact of the Great Depression and the New Deal; the social and military experience of World War II; the causes, course and consequences of the modern civil rights movement; the experience of blacks in the Vietnam War; and issues of race and class in the 1970s and 1980s. Readings and materials include historical monographs, fiction, and documentary films.

Combined enrollment limited to 50 students. Second semester. Professor Bonner.

59. The Civil War and Reconstruction Era. (Also History 43.) See History 43.

Combined enrollment limited to 50 students. First semester. Professor Bonner.

61. Harlem Renaissance: Transnational, Trans-regional, and Cross-racial Journeys. The Harlem Renaissance was a product of complex cross-racial experiments by both black and white intellectuals, not only in Harlem, but across the United States and abroad. During the 1920s, H. L. Mencken, Eugene O'Neil, Carl Van Vechten, Franz Boaz and other white thinkers joined such black thinkers as Claude McKay, James Weldon Johnson, Langston Hughes, and George Schuyler who were attempting to exchange older ideas of "blackness as limitation" for a "blackness of possibility." This course provides a broad overview of the Harlem Renaissance by emphasizing the complex transgressive journeys that constituted its central spirit. Readings will include a wide range of literary genres, including poetry, drama, novels, speeches, and histories of the period. Some of the selections include poetry by Langston Hughes and Countee Cullen, *Home to Harlem* by Claude McKay, *Black No More* by George Schuyler, *The New Negro* by Alain Locke, speeches by Marcus Garvey, *The Emperor Jones* and *All God's Chillun' Got Wings* by Eugene O'Neil, *Passing* by Nella Larsen, *Harlem Renaissance* by Nathan Huggins and *Terrible Honesty* by Ann Douglas.

Limited to 30 students. Omitted 2003-04. Professor Ferguson.

62. Exploring Ralph Ellison's *Invisible Man*. Ralph Waldo Ellison wrote *Invisible Man* to confirm the existence of the universal in the particulars of the black American experience. The same can be said of the larger aim of this course. It will

provide students with the opportunity to explore the broadest themes of Black Studies through the careful reading of a particular text. Due to its broad range of influence and reference, *Invisible Man* is one of the most appropriate books in the black tradition for this kind of attention. The course will proceed through a series of comparisons with works that influenced the literary style and the philosophical content of the novel. The first part of the course will focus on comparisons to world literature. Readings will include James Joyce, *Portrait of the Artist as a Young Man*; Sigmund Freud, *Totem and Taboo*; and H.G. Wells, *The Invisible Man*. The second part of the course will focus on comparisons to American literature. The readings in this part of the course will include Herman Melville, *The Confidence Man*; William Faulkner, "The Bear"; and some of Emerson's essays. The last part of the course will focus on comparisons with books in the black tradition. Some of the readings in this part of the course will include W.E.B. Du Bois, *Souls of Black Folk* and Booker T. Washington, *Up From Slavery*. Requires 20-25 page research paper.

Not open to first- and second-year students. Limited to 15 students. Preference given to Black Studies majors. Second semester. Professor Ferguson.

63. Representations of Slavery in American Culture. Despite concerted efforts, Americans have found it impossible to forget black slavery and its role in their country's early history. That does not mean that there has ever been a consensus about how best to remember and draw meaning from this most painful national contradiction. This course will explore the legacies of an institution that was central to African-American history and to practically all aspects of the American experience during the colonial, revolutionary, early national, and Civil War periods. It will begin with the struggles during slavery to represent bondage "authentically" through direct slave testimony, through the comments of white observers and defenders of the institution, and through visual media and the global best-seller *Uncle Tom's Cabin*. The remainder of the course will address lingering controversies over the nature and implications of slavery in the years since emancipation, focusing on oral history, fiction, and film and on such political debates as those concerning reparations to descendants of slaves and the display of Confederate symbols. One class meeting per week.

Not open to first-year students. Second semester. Professor Bonner.

64. Black Studies Tutorial. This class prepares individual students for research in a particular discipline of Black Studies through an independent study with a member of the Department. Focused reading and weekly meetings will provide the methodological tools for a substantial (20-30 pages) research paper due at the end of the semester.

This course, required for Black Studies majors, is limited to juniors and seniors who are Black Studies majors. First and second semesters. The Department.

68. Seminar in Black Studies. The topic changes from year to year. In 2003-04 the topic will be "The Life and Writings of W. E. B. Du Bois." This course will be a research and discussion seminar on the life, times, and writings of W. E. B. Du Bois, the most important African American scholar and thinker of the modern era. Readings will encompass portions of Du Bois' work, including his sociology, history, essays, fiction, and journalism. A major, recent two-volume biography, as well as critical essays about Du Bois, will also be assigned. As a scholar, artist, and activist, Du Bois made major contributions to theories about race, the nature of history, social development, and Pan-Africanism. The course will culminate in an independent research paper based on the Du Bois Papers housed at the University of Massachusetts library. Requires 20-25 page research paper.

Not open to first- and second-year students. Limited to 15 students. Preference given to Black Studies majors. First semester. Professor Ferguson.

70. African National Narratives.

Omitted 2003-04. Professor Cobham-Sander.

77, 77D, 78, 78D. Senior Departmental Honors.

First and second semesters. Members of the Department.

97, 97H, 98, 98H. Special Topics.

First and second semesters. Members of the Department.

The following courses are listed for inclusion in a Black Studies Major.

African Cultures and Societies. See Anthropology 26.

Second semester. Professor Goheen.

Poverty and Inequality. See Economics 23.

Omitted 2003-04. Professor Rivkin.

Reading Regions, Reading the South. See English 01, section 6.

First semester. Professor O'Connell.

Reading Gender, Reading Race. See English 01, section 1.

Second semester. Professor Barale.

Four African American Poets. See English 56.

Omitted 2003-04. Professor Rushing.

Foundations of African American Literature. See English 63.

Omitted 2003-04. Professor Parham.

Studies in African American Literature. See English 66.

Omitted 2003-04. Professor Parham.

Topics in Film Study. See English 84.

Second semester. Visiting Lecturer Barr.

Pre-Columbian Civilizations of Latin America and the Caribbean. See History 11.

Second semester. Professor Campbell.

Peoples and Cultures of the Caribbean. See History 12.

Omitted 2003-04. Professor Campbell.

Colonial and Post-Colonial Africa. See History 22.

Second semester. Professor Redding.

Topics on the Caribbean: Haiti and the French Caribbean. See History 28.

First semester. Professor Campbell.

Caribbean History. See History 55.

Second semester. Professor Campbell.

State and Society in Africa Before the European Conquest. See History 63.

First semester. Professor Redding.

Introduction to South African History. See History 64.

Second semester. Professor Redding.

Seminar on Trade and Plunder in Latin America and the Caribbean. See History 86.

Omitted 2003-04. Professor Campbell.

Comparative Slave Systems. See History 88.

First semester. Professor Campbell.

Topics in African History. See History 92.

First semester. Professor Redding.

Race, Place, and the Law. See Law, Jurisprudence and Social Thought 33.

Omitted 2003-04. Professor Delaney.

The Civil Rights Movement: From Moral Commitment to Legal Change. See Law, Jurisprudence and Social Thought 44.

Second semester. Professor Delaney

The Social Psychology of Race. See Psychology 44.

First semester. Professor Hart.

Religion and Race in the Early Republic. See Religion 59.

Omitted 2003-04. Professor Wills.

BRUSS SEMINARS

The Bruss Seminar is part of the Bruss Memorial Program, established in memory of Professor Elizabeth Bruss, who taught at Amherst from 1972 to 1981. Under the Program, a member of the faculty is appointed Bruss Reader for a term of two or three years, with the responsibility of addressing questions with regard to women as they emerge from existing disciplines and departments, and to promote curricular change and expansion to incorporate the study of women. The Bruss Reader does this by serving as a resource person, through revision of department offerings, and by teaching the Bruss Seminar. The subject of the seminar, therefore, changes over time reflecting the disciplines of successive Bruss Readers.

22. Language Use of Women and Men. The course will compare and contrast linguistic differences of use and structure between women and men in the western and non-western worlds. The course will first introduce linguistic methodology through readings and class discussion. The students will then begin their group projects on the topic of language use and structure by women and men, which will consist of data collection, data analysis, class presentations, and the production of the proceedings from the students' projects. Knowledge of languages other than English will be helpful.

Limited to 15 students. Omitted 2003-04. Professor Tawa.

24. Cross-Cultural Studies: Language and Gender. It is widely documented and accepted that women and men use language differently. Although this finding is based largely on the studies of Western speech communities, especially English, a few studies indicate that similar differences are widespread and can be found in many different cultures. Some of the existing explanations for the differences, such as cultural, power-based, and biological, are controversial, however. In this class these issues will be examined from the perspective of linguistics, especially that of sociolinguistics. We will also conduct fieldwork using the ethnographic approach to compare and contrast this phenomenon cross-culturally.

The first part of the course concentrates on learning linguistic methodology and reviewing some of the past studies on the topic. In the second part of the course the students will conduct actual fieldwork on or off campus. The fieldwork will

consist of data gathering, data analysis, writing, peer-reviewing, and presenting the conclusions. Knowledge of languages other than English will be helpful.

This course is not open to the students who have taken Bruss Seminar 22. Limited to 15 students. Omitted 2003-04. Professor Tawa.

CHEMISTRY

Professors Fink‡, Hansent†, Kushick (Chair), Leung*, Marshall*, and O'Hara; Assistant Professors Bishop, Burkett†, and McKinney; Senior Research Fellow Sanborn; Visiting Professor Mathews; Dreyfus Fellow Southern.

Major Program. Students considering a major in Chemistry should consult a member of the Department as early as possible, preferably during their first year. This will help in the election of a program which best fits their interests and abilities and which makes full use of previous preparation. Programs can be arranged for students considering careers in chemistry, chemical physics, biochemistry, biophysical chemistry, biomedical research, medicine, and secondary school science teaching.

The minimum requirements for a major in Chemistry are Chemistry 11 or 15, 12, 21, and four of the following five courses: 22 (Organic Chemistry II), 30 (Biochemistry), 35 (Inorganic Chemistry), 43 (Physical Chemistry) and 44 (Modern Physical Chemistry). In addition, several of these courses require successful completion of work in other departments: Biology 19 for Chemistry 30; Mathematics 12 and Physics 16, 23 or 32 for Chemistry 43; and Mathematics 12 and Physics 17, 24 or 33 for Chemistry 44.

Departmental Honors Program. A candidate for the degree with Honors will also elect Chemistry 77 and 78D in the senior year. It is helpful in pursuing an Honors program for the student to have completed physical and organic chemistry by the end of the junior year. However, either of these courses may be taken in the senior year in an appropriately constructed Honors sequence. Honors programs for exceptional interests, including interdisciplinary study, can be arranged on an individual basis by the departmental advisor.

Honors candidates attend the Chemistry seminar during their junior and senior years, participating in it actively in the senior year. All Chemistry majors should attend the seminar in their senior year. At this seminar discussions of topics of current interest are conducted by staff members, visitors and students.

In the senior year an individual thesis problem is selected by the Honors candidate in conference with some member of the Department. Current areas of research in the Department are: computer simulation of biomolecular behavior; inorganic and hybrid materials synthesis; design and characterization of novel catalysts; protein-nucleic acid interactions; immunochemistry; fluorescence and single-molecule spectroscopy; high resolution molecular spectroscopy of jet-cooled species; chemical-genetic characterization of cell signaling enzymes; protein phosphatase inhibitor design; biochemistry of tRNA modification enzymes; and atmospheric chemistry of biogenic volatile organic compounds.

Candidates submit a thesis based upon their research work. Recommendations for the various levels of Honors are made by the Department on the basis of the thesis work, the comprehensive examination, and course performance.

*On leave 2003-04.

†On leave first semester 2003-04.

‡On leave second semester 2003-04.

Note on Placement: Chemistry 11 followed by Chemistry 12 are the appropriate first courses in Chemistry for most students. For those students with extensive high school preparation in the subject and strong quantitative skills as measured by SAT I and II (or ACT), Chemistry 15 followed by Chemistry 12 is recommended by the Department. Decisions are made on a case-by-case basis to determine whether placement out of either Chemistry 11/15 or Chemistry 12 or, less frequently, both is appropriate. Students considering advanced placement are advised to contact the Department soon after arriving on campus.

Chemistry 10 has been designed to introduce non-science students to important concepts of Chemistry. This course may be elected by any student, but it does not satisfy the major requirements in Chemistry nor is it recommended as a means of satisfying the admission requirements of medical schools.

10. Energy and Entropy. Primarily for non-science majors, this course focuses on the concepts of energy and entropy, ideas which play a central role in understanding the universe. The course, designed for those who wish to gain an appreciation and comprehension of two of the most far-reaching laws governing the behavior of the physical world, will address historical, philosophical and conceptual ramifications of the first and second laws of thermodynamics. We will also study practical applications of these laws to a variety of chemical, physical and environmental phenomena. Societal implications and policy formulations will also be discussed. Our studies will include the efficiencies of energy conversion processes and alternative sources of energy. Consideration will be given to the ways in which the ideas of energy and entropy are used in literature, the arts and the social sciences. No prior college science or mathematics courses are required. Three class hours per week.

First semester. Professor Fink.

11. Introductory Chemistry. This course examines the structure of matter from both a microscopic and macroscopic viewpoint. We begin with a detailed discussion of the physical structure of atoms, followed by an analysis of how the interactions between atoms lead to the formation of molecules. The relationship between the structures of molecular compounds and their properties is then described. Experiments in the laboratory provide experience in conducting quantitative chemical measurements and illustrate principles discussed in the lectures.

Although this course has no prerequisites, students with a limited background in secondary school science should confer with one of the Chemistry 11 instructors before registration. Four class hours and three hours of laboratory per week.

First semester: Professors McKinney, O'Hara, and Southern. Second semester: Professor to be named.

12. Chemical Principles. The concepts of thermodynamic equilibrium and kinetic stability are studied. Beginning with the laws of thermodynamics, we will develop a quantitative understanding of the factors which determine the extent to which chemical reactions can occur before reaching equilibrium. Chemical kinetics is the study of the factors, such as temperature, concentrations, and catalysts, which determine the speeds at which chemical reactions occur. Appropriate laboratory experiments supplement the lecture material. Four class hours and three hours of laboratory work per week.

Requisite: Chemistry 11 or 15 (this requirement may be waived for exceptionally well-prepared students; consent of the instructor is required); and Mathematics 11 or its equivalent. Second semester. Professor to be named.

15. Fundamental Principles of Chemistry. A study of the basic concepts of chemistry for students particularly interested in natural science. Topics to be

covered include atomic and molecular structure, spectroscopy, states of matter, and stoichiometry. These physical principles are applied to a variety of inorganic, organic, and biochemical systems. Both individual and bulk properties of atoms and molecules are considered with an emphasis on the conceptual foundations and the quantitative chemical relationships which form the basis of chemical science. This course is designed to utilize the background of those students with strong preparation in secondary school chemistry and to provide both breadth in subject matter and depth in coverage. Four hours of lecture and discussion and three hours of laboratory per week.

First semester. Professor Kushick.

21. Organic Chemistry I. A study of the structure of organic compounds and of the influence of structure upon the chemical and physical properties of these substances. The following topics are emphasized: hybridization, resonance theory, spectroscopy, stereochemistry, acid-base properties and nucleophilic substitution reactions. Periodically, examples will be chosen from recent articles in the chemical, biochemical, and biomedical literature. Laboratory work introduces the student to basic laboratory techniques and methods of instrumental analysis. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 12 or equivalent. First semester. Professor Bishop and Senior Research Fellow Sanborn.

22. Organic Chemistry II. A continuation of Chemistry 21. The second semester of the organic chemistry course first examines in considerable detail the chemistry of the carbonyl group and some classic methods of organic synthesis. The latter section of the course is devoted to a deeper exploration of a few topics, among which are the following: sugars, amino acids and proteins, advanced synthesis, and acid-base catalysis in nonenzymatic and enzymatic systems. The laboratory experiments illustrate both fundamental synthetic procedures and some elementary mechanistic investigations. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 21. Second semester. Professor to be named.

30. Biochemistry. (Also Biology 30.) Structure and function of biologically important molecules and their role(s) in life processes. Protein conformation, enzymatic mechanisms and selected metabolic pathways will be analyzed. Additional topics may include: nucleic acid conformation, DNA/protein interactions, signal transduction and transport phenomena. Four classroom hours and four hours of laboratory work per week. Offered jointly by the Departments of Biology and Chemistry.

Requisites: Chemistry 21 and Biology 19. Co-requisite: Chemistry 22. Anyone wishing to take the course who does not satisfy these criteria should obtain the consent of the instructor. Second semester. Professor Ratner and a Chemistry professor to be named.

35. Inorganic Chemistry. Periodicity of both physical and chemical properties of the elements are examined on the basis of fundamental atomic theory. The structure, bonding, and symmetry of inorganic molecules and solids are discussed. Structure and bonding in coordination complexes are examined through molecular orbital and ligand field theories, with an emphasis on understanding the magnetic, spectral and thermodynamic properties of coordination complexes. Mechanisms of inorganic reactions, including ligand substitution and electron transfer, will be examined. The laboratory experiments will complement lecture material and will include a final independent project. Three hours of lecture/discussion and four hours of laboratory per week.

Requisite: Chemistry 21 or consent of the instructor. Second semester. Professor Burkett.

43. Physical Chemistry. The thermodynamic principles and the concepts of energy, entropy, and equilibrium introduced in Chemistry 12 will be expanded. Statistical mechanics, which connects molecular properties to thermodynamics, will be introduced. Typical applications are non-ideal gases, phase transitions, heat engines and perpetual motion, phase equilibria in multicomponent systems, properties of solutions (including those containing electrolytes or macromolecules), and transport across biological membranes. Appropriate laboratory work is provided. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 12, Physics 16, 23 or 32, Mathematics 12. Mathematics 13 recommended. Second semester. Professor Mathews.

44. Quantum Chemistry and Spectroscopy. The theory of quantum mechanics is developed and applied to spectroscopic experiments. Topics include the basic principles of quantum mechanics; the structure of atoms, molecules, and solids; and the interpretation of infrared, visible, fluorescence, and NMR spectra. Appropriate laboratory work will be arranged. Three hours of class and four hours of laboratory per week.

Requisite: Chemistry 12, Mathematics 12, Physics 17, 24 or 33. First semester. Professor Mathews.

77, 77D, 78, 78D. Senior Departmental Honors.

Open to Senior Honors candidates, and others with consent of the Department. First and second semesters. The Department.

97, 97H, 98, 98H. Special Topics. A full or half course.

Consent of the Department is required. First and second semesters. The Department.

CLASSICS (GREEK AND LATIN)

Professors Griffiths* and R. Sinos (Chair), Associate Professor Damon*, Assistant Professor Rossif, Visiting Professor D. Sinos, Andrew W. Mellon Visiting Assistant Professor Tell, Visiting Assistant Professor Fontaine.

Major Program. The major program is designed to afford access to the achievements of Greek and Roman antiquity through mastery of the ancient languages. The Department offers majors in Greek, in Latin, and in Classics, which is a combination of the two languages in any proportion as long as no fewer than two semester courses are taken in either. All three majors consist of eight semester courses, of which seven must be in the ancient languages. The eighth may be a Classics course, Philosophy 17, or a course in some related field approved in advance by the Department. Courses numbered 01 may not be counted toward the major. Latin 02-16 will normally be introductory to higher courses in Latin, and Greek 12-18 will serve the same function in Greek.

Departmental Honors Program. The program of every Honors candidate in Greek, Latin, or Classics must include those courses numbered 41 and 42 in either Greek

*On leave 2003-04.

†On leave first semester 2003-04.

or Latin. It will also include, beyond the eight-course program described above, the courses numbered 77 and 78. The normal expectation will be that in the senior year two courses at the 41/42 level be taken along with the 77/78 sequence. Admission to the 77 course is contingent on approval by the Department of a thesis prospectus. Translations of work already translated will not normally be acceptable nor will comparative studies with chief emphasis on modern works. Admission to the 78 course is contingent on the submission of a satisfactory chapter of at least 2,000 words and a detailed prospectus for the remaining sections to be defended at a colloquium within the first week of the second semester with the Department and any outside reader chosen. In addition, Honors candidates must in the first semester of their senior year write an examination on a Greek or Latin text of approximately 50 pages (in the Oxford Classical Text or Teubner format) read independently, i.e., not as a part of work in a course, and selected with the approval of the Department. The award of Honors will be determined by the quality of the candidate's work in the Senior Departmental Honors courses, thesis, and performance in the comprehensive work and language examination.

The Department will cooperate with other departments in giving combined majors with Honors.

Comprehensive Requirement. Majors in Greek, Latin, and Classics will fulfill the Department's comprehensive requirement in one of two ways.

- (1) Students ordinarily complete the requirement through course work that provides a chronological survey of the cultures of the major.
 - For the Greek major, one course: Classics 23 (Greek Civilization), Classics 32 (Greek History), Classics 34 (Archaeology of Greece) or Classics 38 (Greek Drama).
 - For the Latin major, one course: Classics 24 (Roman Civilization), Classics 33 (Roman History), or Classics 36 (Roman Archaeology).
 - For the Classics major, two courses: one from the courses fulfilling the Greek major's requirement, and one from the courses fulfilling the Latin major's requirement.
- (2) When circumstances prevent the satisfaction of this requirement through course work, students may take an examination consisting of essay questions on the literary and historical interpretation of major authors. It will be given in the fifth week of the first semester of the senior year.

The statement of requisites given below is intended only to indicate the degree of preparation necessary for each course, and exceptions will be made in special cases.

For students beginning the study of Greek the following sequences of courses are normal: Either 01, 12, 15, 18; or 01, 15, 12.

Classics

21. Greek Mythology and Religion. A survey of the myths of the gods and heroes of ancient Greece. The course will examine the universal meanings that have been found in these myths and the place of the myths in the religion of their time. Three class hours per week.

Second semester. Professor R. Sinos.

23. Greek Civilization. Readings in English of Homer, Sappho, Aeschylus, Sophocles, Euripides, Aristophanes, Herodotus, Thucydides, and Plato to trace the emergence of epic, lyric, tragedy, comedy, history, and philosophy. We shall also use inscriptions, papyri, and other documentary evidence to explore the historical background. Central questions include: What are the implications of

male control over public performance and the written record? How did a slaveholding society give birth to democracy? How did the militarism and radical competitiveness of Athenian society create and destroy the possibilities for cultural achievement? What can be inferred about ancient women if they cannot speak for themselves in the texts? Three class hours per week.

First semester. Professor Tell.

24. Roman Civilization. Roman civilization, in the Roman view, started with war and government, the arts instilled by the city's eponymous founder, Romulus. Second came religion and a set of cultural values that kept the Romans recognizably Roman over the 12 centuries between founding (traditionally 753 BCE) and collapse (476 CE). The civil wars that punctuate this long history reveal the difficulty of Rome's evolution from an agrarian community to a world empire. This course examines both Rome's fundamental institutions (army, constitution, law, religion, *familia*) and those that entered in the wake of conquest, meeting either welcome (literature, philosophy, science, new gods) or suspicion (monotheistic religion, magic). Primary readings supply the evidence: Caesar, Cicero, Juvenal, Livy, Lucan, Lucretius, Ovid, Polybius, Sallust, Tacitus, Virgil. Three class hours per week.

Second semester. Professor Rossi.

33. History of Rome: The Roman Empire, 31 BCE-235 CE. The political and social systems established by Augustus lasted almost unchanged through four dynasties and shaped a world of unprecedented prosperity for millions of inhabitants on three continents. How did this immense creation cohere? What did belonging to the Empire mean for groups and for individuals? What forms did resistance take and how was it handled? What were the conditions of daily life? Primary sources—literature, public and private documents, technical manuals, buildings, coins, etc.—will be the focus of our attention in studying the Roman Empire at its peak. Three class hours per week.

Omitted 2003-04. Professor Damon.

34. Archaeology of Greece. Excavations in Greece continue to uncover a rich variety of material remains that are altering and improving our understanding of ancient Greek life. By tracing the history of some major sanctuaries, habitation sites, and burial places, this course will explore the ways in which archaeological evidence can be used to illuminate economic, social, and religious developments in Greece from the Bronze Age to the Hellenistic Period. Special attention will be given to the causes and effects of the growth of large sanctuaries with their concentrations of wealth, and to the relation between art and politics. Three class hours per week.

Omitted 2003-04. Professor Sinos.

36. Roman Archaeology: Pompeii and Herculaneum. A study of the archaeological finds from the buried cities of Pompeii and Herculaneum and the ways in which those finds illuminate the lives of the ancient Romans. The course will cover urban design, public structures, houses and villas, gardens, graffiti and dipinti, papyri, sculpture, wall paintings, mosaics, and everyday objects. An economic and social context for the remains of the material culture of these cities on the Bay of Naples will be developed from readings in Roman history and Latin literature, including Cicero, Horace, Petronius, Statius, Pliny, and Juvenal. Three class hours per week.

Omitted 2003-04. Professor Damon.

38. Greek Drama. Selected plays of Aeschylus, Sophocles, Euripides, and Aristophanes with attention to staging, Athenian politics, and the modern use of the texts to reconstruct systems of gender, sexuality, class, and ethnicity. We shall also consider the remakings of the plays in contemporary film, dance, and theater: Michael Cacoyannis, *The Trojan Women*; Martha Graham, *Night Journey*; Rita Dove, *The Darker Face of the Earth*; Pier Paolo Pasolini, *Oedipus Rex* and *Medea*. Three class hours per week.

Omitted 2003-04. Professor Griffiths.

77, 78. Senior Departmental Honors.

First and second semesters. Members of the Department.

97, 98. Special Topics.

First and second semesters. Members of the Department.

Greek

01. Introduction to the Greek Language. This course prepares students in one term to read Plato, Homer, and other Greek literary, historical, and philosophical texts in the original and also provides sufficient competence to read New Testament Greek. Three class hours per week. This course is normally followed by Greek 12 and then Greek 15.

First semester. Professor R. Sinos.

01. Introduction to the Greek Language. This course prepares students in one term to read Homer, Plato, and other Greek literary, historical and philosophical texts in the original and also provides sufficient competence to read New Testament Greek. Three class hours per week. This course is normally followed by Greek 15 and then Greek 12.

Second semester. Professor Tell.

12. Greek Prose: Plato's *Apology*. An introduction to Greek literature through a close reading of the *Apology* and selected other works of Attic prose of the fifth and fourth centuries B.C. Additional readings in translation. Three class hours per week.

Requisite: Greek 01 or equivalent. Second semester. Professor R. Sinos.

15. An Introduction to Greek Tragedy. After a review of forms and grammar, a play will be read with emphasis on poetic diction, dramatic technique and ritual context. Additional readings in translation. Three class hours per week.

Requisite: Greek 01 or equivalent. First semester. Professor D. Sinos.

18. An Introduction to Greek Epic. The *Iliad* will be read with particular attention to the poem's structure and recurrent themes as well as to the society it reflects. Three class hours per week.

Requisite: Greek 15 or its equivalent or consent of the instructor. Second semester. Professor D. Sinos.

41. Advanced Readings in Greek Literature I. The authors read in Greek 41 and 42 vary from year to year, but as a general practice are chosen from a list including Homer, choral and lyric poetry, historians, tragedians, and Plato, depending upon the interests and needs of the students. Greek 41 and 42 may be elected any number of times by a student, providing only that the topic is not the same. In 2003-04 Greek 41 will read Plato's *Phaedo*. Three class hours per week. Seminar course.

Requisite: A minimum of three courses numbered 01 to 18 or consent of the instructor. First semester. Professor R. Sinos.

42. Advanced Readings in Greek Literature II. See course description for Greek 41. In 2003-04 Greek 42 will read Sophocles' *Antigone*. Three class hours per week. Seminar course.

Requisite: A minimum of three courses numbered 01 to 18 or consent of the instructor. Second semester. Professor D. Sinos.

77, 78. Senior Departmental Honors.

First and second semesters. Members of the Department.

97, 98. Special Topics.

First and second semesters. Members of the Department.

Latin

01. An Introduction to Latin Language and Literature. This course prepares students to read classical Latin. No prior knowledge of Latin is required. Three class hours per week.

First semester. Professor Fontaine.

02. Intermediate Latin. This course aims at establishing reading proficiency in Latin. Forms and syntax will be reviewed throughout the semester, while Book 4 of Virgil's *Aeneid* will be read in its entirety. Three class hours per week.

Second semester. Professor Fontaine.

15. Latin Literature: Catullus and the Lyric Spirit. This course will examine Catullus' poetic technique, as well as his place in the literary history of Rome. Extensive reading of Catullus in Latin, together with other lyric poets of Greece and Rome in English. Three class hours per week.

First semester. Professor D. Sinos.

16. Latin Literature in the Augustan Age. An introduction to the literature and culture of Augustan Rome through close reading of Ovid's *Ars Amatoria* and of selections from other works illustrating the period. Three class hours per week.

Second semester. Professor Fontaine.

41. Advanced Readings in Latin Literature I. The authors read in Latin 41 and 42 vary from year to year, the selection being made according to the interests and needs of the students. Both 41 and 42 may be repeated for credit, providing only that the topic is not the same. In 2003-04 Latin 41 will read Letters in prose and verse (Cicero, Pliny, Seneca, Horace, Ovid, and others). Three class hours per week. Seminar course.

Requisite: Latin 15 or 16 or consent of the instructor. First semester. Professor Fontaine.

42. Advanced Readings in Latin Literature II. See course description for Latin 41. In 2003-04 Latin 42 will read Virgil's *Aeneid*. Three class hours per week. Seminar course.

Requisite: Latin 15 or 16 or 41 or consent of the instructor. Second semester. Professor Rossi.

77, 78. Senior Departmental Honors.

First and second semesters. Members of the Department.

97, 98. Special Topics.

First and second semesters. Members of the Department.

RELATED COURSES

Ancient Philosophy. See Philosophy 17.

First semester. Professor Gentzler.

Readings in the European Tradition I. See European Studies 21.

First semester. Professor Doran.

Ingrate Books: Chartering and Un-Chartering Patriarchy. See Women's and Gender Studies 33.

Omitted 2003-04. Professor Griffiths.

COLLOQUIA

Colloquia are interdisciplinary courses taught by members of two or more departments. They are aimed chiefly at juniors and seniors who have begun their majors, to give them the opportunity to gain perspective by studying subjects from viewpoints that supplement or contrast with those of their disciplines.

Whether colloquia are accepted for major credit in their faculty's departments is determined for each colloquium separately; when unspecified, students should consult their major departments.

14. Personality and Political Leadership. What constitutes personality? What constitutes political leadership? Do leaders of various sorts (totalitarian, democratic) have distinctive personalities? How do the personalities of leaders combine with other personal and cultural influences to shape their political behavior, and how does that behavior in turn shape the environment from which they come? In an attempt to answer such questions, the course will consider theories of leadership and of personality, examine approaches to psychobiographical assessment, and evaluate psychobiographies of leaders such as Wilson, Hitler, Gandhi, and Khrushchev. Finally, students will be asked to prepare their own psychobiographical term papers concerning past or current politicians.

Limited enrollment. Admission with consent of instructors. Omitted 2003-04. Professors Demorest and W. Taubman.

18. Post-Cold War American Diplomatic History. This course will examine the history of American foreign relations from the fall of the Berlin Wall to the present. One class meeting per week.

Limited to 30 students. Admission with consent of the instructors with preference given to students who have taken one of the following courses: Political Science 26, 30, History 49, 50, and 51. Not open to first-year students. Second semester. Professors Levin and Machala.

20. Citizenship in a Media Culture. Millions of people in this century have given and lost their lives in the name of nations and national identities. The common assumption is that all individuals have a national identity and that such identities are essential and mutually exclusive. What makes the idea of the nation so compelling? This course examines different forms of belonging in the modern nation state and the range of symbolic modes and genres for expressing (and refusing) belonging. What does it mean to be a national? What is the difference between nationality and citizenship? What rights and obligations does citizenship entail? The First Amendment in the Constitution of the United States guarantees the rights of citizens to freedom of expression, yet at the same time a range of institutions and strategies limit those rights, as well as who can claim citizenship. We will explore those limits, along with the literacies demanded

by citizenship (including those which normative models of citizenship ignore). We will also consider the ways in which new communication technologies have affected how people imagine the communities to which they belong.

This course is part of a series of curricular initiatives involving the Five College Center for the Interdisciplinary Study of the Americas. Such courses, as well as being cross-disciplinary, are intended to work across the institutional lines of the five colleges. The course will also be listed under the offerings of the Communication Department at the University of Massachusetts.

Admission with consent of the instructors. Omitted 2003-04. Professor O'Connell of Amherst College and Professor Henderson of the University of Massachusetts.

22. Media and Migration. The accelerated movement of persons, images, and commodities are central facts of the early twenty-first century. Sometimes treated as the sign and symptom of "revolutionary" changes in the technologies of communication, this phenomenon has had profound and unexpected consequences. The growth of information and its instantaneous communicability, as well as the large-scale movements of persons across cultural boundaries, has deepened uncertainty in social matters and sometimes eased, sometimes heightened, tensions among nation-states and cultures. What might it mean to be at home in such a world? Have we all become displaced persons?

This course will examine movements of people as social, political, and legal facts, and will consider their role in altering the symbolic and imagined worlds in which we live. We will investigate the relationship of migrations to twentieth-century revolutions in technologies of communication, asking how new forms of communication have influenced literary production, political organization, and the constitution of gender, racial, and ethnic identities. Among the particular topics we will consider are international popular culture, the interpretive and ethical challenges of life on the move, the creation of new art forms that exploit proliferating new media, the growth and transformation of diasporic communities, tourism, and the meaning of power in the new era of media and migration.

Limited enrollment. Omitted 2003-04. Professor Dumm, *et al.*

23. Eros and Insight. What would it be like to experience yourself, those around you and the world through deliberate and disciplined contemplation?

This seminar will define and then explore contemplative knowing as attentiveness, openness and the act of sustaining contradiction. By this means we will seek common ground between the seemingly opposed realities of art and science, *erôs* and insight. We will conclude by re-imagining together Plato's famous Symposium on the question of love.

To be offered in 2003-04 as First-Year Seminar 13. Professors Upton and Zajonc.

24. Natural Philosophy: The Conceptual Puzzles of the Quantum World. The general title of this course reflects the fact that the disciplines of Physics and Philosophy have been historically closely linked. In this course we will examine some of the connections between these subjects, and how the combined resources of the two disciplines can clarify a number of fundamental issues about the natural world. The topic under special consideration will vary from year to year. In 2003-04, the course will examine puzzles arising from taking the quantum mechanical description of microscopic matter seriously. We will begin the course with a brief overview of the quantum world in non-technical language. We will then study the rudiments of the relevant mathematics (complex numbers, two-dimensional vectors, probability, etc.) to allow us to discuss more precisely the ideas of quantum mechanics, in particular, the various

interpretations of, and attitudes to, the radical challenges that the quantum theory poses for some of our philosophical concepts. We will take up questions such as: Can two things be at the same place at the same time? Does it make sense to think of microphysical entities as possessing certain properties independent of observations that are made on them, or must we regard the act of observing as bringing forth those properties? How are the peculiar states of matter that quantum mechanics permits prevented from intruding into our everyday world of large objects, and manifesting their peculiarity for all to see? What sort of world pictures, if any, does the quantum theory allow? We will also take up some long standing problems such as determinism, wave-particle duality, and the fate of "Schrodinger's cat." No special knowledge of physics or philosophy is presupposed, only a willingness to work with words, diagrams and simple equations. Needed mathematics beyond high school algebra will be introduced.

Omitted 2003-04. Professors Vogel and Jagannathan.

26. Literature, Violence, and the State. (Also HACU 297 at Hampshire College.) A course on the poetics and politics of tragedy focusing on representations of state violence whose victims and agents of criminality have been women. The class will examine closely Sophocles' *Antigone*; Shakespeare's "The Rape of Lucrece" and *Titus Andronicus*; and nineteenth- and twentieth-century depictions of the life and death of Beatrice Cenci (Shelley's and Artaud's among others). Beginning with Aristotle's *Poetics*, we will consider also other writings in philosophy, classical and romantic poetics, and contemporary literary and social theories that link ethical, aesthetic, and emotional criteria to the question of what constitute legitimate acts of sovereign force or individual self-sacrifice. To be offered at Amherst College.

Requisite: A previous course using literary and/or feminist theory, or consent of the instructors. Limited to 24 students. Omitted 2003-04. Professor Parker of Amherst College and Professor Russo of Hampshire College.

Computer Science

See Mathematics and Computer Science.

CREATIVE WRITING

Advisory Committee: Writer-in-Residence Hall (Director); Professors Frank, Maraniss and Sofield; Associate Professors Ciepiela and Douglas; Senior Lecturer von Schmidt.

The Creative Writing Center offers courses in the writing of fiction, poetry, drama, non-fiction, and translation; in addition we sponsor a reading series, as well as class visits by practicing writers and editors. The work of the Center is interdisciplinary in that those who teach creative writing are drawn from various College departments.

The faculty of the Center strongly believes that creative writing should take place in the context of a liberal arts education. We also believe that students benefit from the discipline of writing from experience, real and imagined, and from submitting that writing, in small classes, to the criticism of instructors and other student writers. Because we believe that creative writing is in large part learned through creative reading, all faculty of the Center also teach courses in the reading of literature. We do not offer a major and do not invite students to

formulate interdisciplinary majors in creative writing; instead we believe that the most desirable education for a writer is not a heavy concentration of writing courses, but rather a selection of such courses along with many others in literature and other subjects.

The Center does not offer courses independently: all of the courses listed below are located in various departments and count toward the major requirements of those departments. In addition to the courses listed here, students may arrange to take special topics courses with any faculty member willing to do so—including those who do not teach in the Center—and to undertake creative writing honors projects in their major departments.

Generally, pre-registration for creative writing courses is not allowed. Consult the Creative Writing web page (www.amherst.edu/~cwc) for information on admission procedures.

Writing Poetry I. See English 21.

Limited enrollment. First semester: Writer-in-Residence Hall. Second semester: Professor to be named.

Writing Poetry II. See English 22.

Limited enrollment. First semester. Writer-in-Residence Hall.

Composition. See English 23.

Limited enrollment. Second semester. Senior Lecturer von Schmidt.

Non-Fiction Writing. See English 25.

Limited enrollment. Second semester. Professor Townsend.

Fiction Writing I. See English 26.

Limited enrollment. First semester. Professor Fränk.

Fiction Writing II. See English 28.

Limited enrollment. Second semester. Professor to be named.

Poetic Translation. See European Studies 24.

Limited enrollment. Omitted 2003-04.

Playwriting I. See Theater and Dance 31.

Limited enrollment. Omitted 2003-04.

Writing for the Theater. See Theater and Dance 32.

First semester. Playwright-in-Residence Congdon.

Playwriting Studio. See Theater and Dance 61.

Limited enrollment. First semester. Playwright-in-Residence Congdon.

ECONOMICS

Professors Barbezat*, Nicholson*, Westhoff, Woglom, and B. Yarbrough; Adjunct Professor R. Yarbrough; Associate Professor Rivkin (Chair); Assistant Professors Kingston and Wolpaw Reyes*; Visiting Associate Professor Perkins; Visiting Assistant Professor Board.

Major Program. A major in economics comprises a sequence of courses that begins with Economics 11, a survey of current economic issues and problems and an introduction to the basic tools essential for all areas of economics. Economics

*On leave 2003-04.

11 is a requisite for all other courses in economics, and for many courses there is no other requisite. After completing Economics 11 a student may enroll in a variety of applied courses. Students may be excused from the requirement of taking Economics 11 by demonstrating an adequate understanding of basic economic principles. Three specific ways of being excused from the Economics 11 requirement are: (1) Attaining a grade of 4 or 5 on both the macroeconomic and microeconomic portion of the Advanced Placement Exam; (2) Passing a placement exam that is given by the department typically at the beginning of each semester; (3) Attaining a grade of 6 or 7 on the higher level International Baccalaureate in Economics.

In addition to Economics 11, all majors must complete the sequence of core theory courses: Economics 53, 54 and 55. These courses can be taken in any order, but it is recommended that a student take either Economics 53 or 54 before enrolling in Economics 55. In addition, it is not generally advisable to take more than one of the core theory courses in a given semester. The core theory courses must be completed at Amherst. In exceptional circumstances (studying abroad is not an exceptional circumstance), a student may be permitted to substitute a non-Amherst course for one of the core courses. Such exceptions are considered only if a written request is submitted to the Department Chair prior to initiating the other work.

The major is completed by taking a number of elective courses in economics and passing a comprehensive exam. Majors must take a total of nine courses in economics, which include Economics 11 and the core theory courses. Honors students must take a total of ten courses. Non-Amherst College courses (including courses taken abroad) may be used as elective courses. Such non-Amherst courses must be taught out of an economics department, and the student must receive one full Amherst College course credit for the work. Therefore, if a student were to take five courses abroad, which included two economics courses and for which Amherst College awarded four course credits, the work done abroad would be counted as the equivalent of one elective course in economics. If only one of the five courses were an economics course, the student would not receive any elective credits. Students who transfer to Amherst and wish to receive credit towards the major requirements for previous work must obtain written permission from the Chair of the department.

In addition to the requirements described above, majors must attain a grade of C+ or better in Economics 11 and a grade of C+ or better in Economics 53, 54, or 55, whichever is taken first. A student may be admitted to the major conditionally after successfully completing Economics 11 with a grade of C+ or better, but will be dropped from the major if he or she obtains a grade below C+ in the first core theory course taken. If a student fails to meet this requirement, he or she can gain admittance to the major by achieving a grade of B or higher in at least one of the remaining core theory courses.

Departmental Honors Program. To be eligible to enter the honors program, a senior (or second semester junior in an E Class) must have completed the core theory courses with an average grade of 11.00 or higher. Honors students take Economics 77, the Senior Departmental Honors Seminar, in the fall semester, and complete their honors essay under the guidance of an individual advisor in the spring semester, Economics 78. Economics 77 and 78 can both be counted as elective courses towards the major total course requirement. Students who successfully complete Economics 77 and 78 do not have to take the comprehensive exam in economics.

Comprehensive Exam. A written comprehensive exam is given during the first week of the second semester to senior economics majors who have completed the core theory courses. There are two parts to the comprehensive exam: 1) a multiple-choice portion examining the material in the core theory courses; 2) an essay portion, where students are asked to apply economic analysis to a current issue.

Graduate Study. Students who intend to pursue graduate study in economics are strongly advised to take additional courses in mathematics. Such students should plan on taking Mathematics 12 and 25, at a minimum, and ideally Mathematics 13 and 28 in addition.

Note on Pass/Fail Courses. Economics 11 may be taken on a Pass/Fail basis only by second semester juniors or seniors, and only with the consent of the instructor. Other departmental courses may be taken on a Pass/Fail basis at the discretion of the instructor. Majors may not use the Pass/Fail option in a course used to satisfy a major requirement.

11. An Introduction to Economics. A study of the central problem of scarcity and of the ways in which the U.S. economic system allocates scarce resources among competing ends and apportions the goods produced among people. One lecture and three hours of discussion per week.

Requisite for all other courses in economics. Each section limited to 22 Amherst College students. First semester: Professors Board, Kingston, Perkins, and Woglom (Course Chair). Second semester: Professors Board, Kingston, and Westhoff (Course Chair).

23. Poverty and Inequality. Highly politicized debate over the determinants of poverty and inequality and the desirability of particular government responses often obscures actual changes over time in social and economic conditions. Information on the true impact of specific government policies and the likely effects of particular reforms becomes lost amid the political rhetoric. In this course we shall first discuss the concepts of poverty, inequality, and discrimination. Next we shall examine trends over time in the poverty rate, inequality of the earnings distribution, family living arrangements, education, crime, welfare reciprocity, and health. We shall focus on the U.S., but also study a small number of less developed countries. In the final section of the course, basic economic principles and the evidence from experience with existing government programs will be used to analyze the likely impacts of several policy reform proposals.

Requisite: Economics 11. Limited to 50 students. Omitted 2003-04. Professor Rivkin.

24. Industrial Organization. This course examines the determinants of and linkages between market structure, firm conduct, and industrial performance. Some of the questions that will be addressed include: Why do some markets have many sellers while others have only few? How and why do different market structures give rise to different prices and outputs? In what ways can firms behave strategically so as to prevent entry or induce exit of rival firms? Under what circumstances can collusion be successful? Why do firms price discriminate? Why do firms advertise? Does a competitive firm or a monopoly have a greater incentive to innovate? In answering these and other questions, the consequent implications for efficiency and public policy will also be explored.

Requisite: Economics 11. Limited to 50 students. Second semester. Professor Board.

25. Environmental and Natural Resource Economics. Students in this course will explore society's use of the natural environment as a component of production and consumption. The allocation of exhaustible and renewable resources and the protection of environmental quality from an economic standpoint will be examined. Public policy avenues for controlling natural resource management and the environment will also be explored. Case studies include air pollution and acid rain, depletion of the ozone layer and the greenhouse effect, the solid waste crisis, and deforestation, among others.

Requisite: Economics 11. Limited to 50 students. Omitted 2003-04.

26. Economics of Education. Investments in education benefit individuals and society in a variety of ways. Education affects the productivity of the labor force, economic growth, the earnings of individuals, social mobility, the distribution of income, and many other economic and social outcomes. In 1990 educational expenditures exceeded seven percent of the Gross Domestic Product of the United States. A sector this large and important poses a number of serious policy questions—especially since it lacks much of the competitive discipline present in profit-making sectors of the economy. Should we increase expenditures? Are resources allocated efficiently? Equitably? How should the sector be organized? Who should bear the costs of education? Which policy changes will be effective? Many of these questions are part of the national policy debate. This course will use economic principles to study these and other issues which have been central to discussions of education policy.

Requisite: Economics 11 or consent of the instructor. Limited to 50 students. Second semester. Professor Rivkin.

28. Economic History of the United States, 1600-1860. The economic development of the United States provides an excellent starting point for an understanding of both this nation's history and its current economic situation. We begin with the colonial period and the creation of the nation and end with the Civil War and the breakdown of the Union. Throughout we provide an economic reading of the events and try to explain the conflicts and resolutions in economic terms.

Requisite: Economics 11. Limited to 35 students. Omitted 2003-04. Professor Barbezat.

29. Economic History of the United States, 1865-1965. The economic development of the United States provides an excellent starting point for an understanding of both this nation's history and its current economic situation. We begin with the reconstruction period after the Civil War and end with the Civil Rights Era and the War on Poverty. Throughout we provide an economic reading of the events and try to explain the conflicts and resolutions in economic terms.

Requisite: Economics 11. Limited to 35 students. Omitted 2003-04. Professor Barbezat.

30. Current Issues in the United States' Economy. This course examines the contemporary economic development of the United States. Rather than starting at some time and asking "What happened next?," the course proceeds in reverse chronological order and asks "From where did this come?" Current structures, policies and problems will be analyzed and explained by unfolding the path of their sources. Among the topics covered will be the savings and loan crisis, the boom-bust of the 1980s, health care policies, foreign economic policy, as well as topics that particularly interest the group of students taking the course.

Requisite: Economics 11. Limited to 50 students. Omitted 2003-04. Professor Barbezat.

31. The Economics of the Public Sector. This course examines the role that the government plays in the economy. We begin focusing on market failures: situations in which unregulated actions by the consumers and firms result in inefficiency. Acid rain, the depletion of the ozone layer, and global warming are used in case studies. How has the government reacted to these problems? How should the government respond? The second part of the course studies how the government's tax policies affect the economy. The tax reforms of the 1980s and the recent deficit reduction act will be emphasized. During the semester most of today's pressing public policy issues will be addressed: health care, welfare reform, the social security system, the budget deficit, etc.

Requisite: Economics 11. Limited to 50 students. First semester. Professor Perkins.

32. International Trade. This course uses microeconomic analysis to examine economic relationships among countries. Issues addressed include why nations trade, the distributional effects of trade, economic growth, factor mobility, and protectionism. Also included are discussions of the special trade-related problems of developing countries and of the history of the international trading system.

Requisite: Economics 11. Limited to 50 students. First semester. Professor B. Yarbrough.

33. Open-Economy Macroeconomics. This course uses macroeconomic analysis to examine economic relationships among countries. Issues addressed include foreign exchange markets, the balance of payments, and the implications of openness for the efficacy of various macroeconomic policies. Also included are discussions of the special macroeconomic problems of developing countries and of the history of the international monetary system.

Requisite: Economics 11. Limited to 50 students. First semester. Professor B. Yarbrough.

34. Money and Economic Activity. This course studies the monetary systems that facilitate exchange. Such systems overcame the limitations of barter with commodity monies such as gold, and gradually evolved into financial intermediaries that issue paper notes and bank deposits as money. Intermediaries in markets for insurance, debt, and equity are studied too. Also, the effects of financial markets on aggregate economic activity and the level and term structure of interest rates are studied.

Requisite: Economics 11. Second semester. Professor Perkins.

36. Economic Development. An introduction to the problems and experience of less-developed countries, and survey of basic theories of growth and development. Attention is given to the role of policies pursued by LDCs in stimulating their own growth and in alleviating poverty. Topics include population, education and health, industrialization and employment, foreign investment and aid, international trade strategy and exchange rate management.

Requisite: Economics 11. Limited to 50 students. First semester. Professor Kingston.

37. Macroeconomic Policy. This course examines a variety of issues surrounding the formulation, interpretation, and analysis of macroeconomic policy. Both monetary and fiscal policy will be covered. Will the Fed lower interest rates next week? Should the federal government avoid budget deficits? The course will develop economic theories that underlie these and other policy decisions, as well as examine current and past macroeconomic policy. The federal budgeting process and the Federal Reserve System will both be examined in detail. In

addition, the interaction between the political process and macroeconomic policy outcomes will be examined. The primary emphasis will be on U.S. domestic policy.

Requisite: Economics 11. Limited to 50 students. Omitted 2003-04.

40. Health Economics. This course is designed to familiarize students with the application of economic analysis to health care. Emphasis will be placed on the supply and distribution of medical personnel, the financing of health care, the problems of rising hospital costs, alternative organizational forms for the delivery of medical care, and the role of government in each of these areas.

Requisite: Economics 11. Limited to 50 students. Not open to students who have taken Economics 70. Omitted 2003-04. Professor Nicholson.

53. Macroeconomics. This course develops macroeconomic models of the determinants of economic activity, inflation, unemployment, and economic growth. The models are used to analyze recent monetary and fiscal policy issues in the United States, and also to analyze the controversies separating schools of macroeconomic thought such as the New Keynesians, Monetarists and New Classicals.

Requisites: Economics 11 and Mathematics 11 or equivalent. First and second semesters. Professor Woglom.

54. Microeconomics. This course develops the tools of modern microeconomic theory and notes their applications to matters of utility and demand; production functions and cost; pricing of output under perfect competition, monopoly, oligopoly, etc.; pricing of productive services; intertemporal decision-making; the economics of uncertainty; efficiency, equity, general equilibrium; externalities and public goods.

Requisites: Economics 11 and Mathematics 11 or equivalent. First semester: Professor Rivkin. Second semester: Professor Westhoff.

55. An Introduction to Econometrics. A study of the analysis of quantitative data, with special emphasis on the application of statistical methods to economic problems.

Requisites: Economics 11 and Mathematics 11 or equivalent. First semester: Professor Westhoff. Second semester: Professor Rivkin.

60. Labor Economics. An analysis of the labor market and human resource economics. Issues concerning labor supply and demand, wage differentials, the role of education, investment in human capital, unemployment, discrimination, income inequality, and worker alienation will be discussed utilizing the tools of neoclassical economics. In addition, we shall examine the major non-neoclassical explanations of the perceived phenomena in these areas.

Requisite: Economics 54. Omitted 2003-04. Professor Rivkin.

62. Seminar in Macroeconomic Issues. An upper-level course studying the theoretical and policy controversies spawned by the New Classical revolution in macroeconomics. We trace the birth of the New Classical School as a logical development of the Keynesian research agenda. Then we look at the fundamental challenges posed by New Classical economics for the ways in which macroeconomists view the relationships between economic theory, empirical testing, and policy advice. Students will write a research paper applying the ideas developed in the course to a topic of their choice.

Requisite: Economics 53. Second semester. Professor Woglom.

63. The Economics of Finance. A study of the role of financial markets in the efficient allocation of resources. We look at how financial markets: (1) enable the transfer of resources across time and space; (2) facilitate the reduction and

management of risk; and (3) provide information about the future, which is important to public policymakers as well as private firms and individuals. The financial theories studied include: (1) the theory of present discounted values; (2) the capital asset pricing model; (3) the efficient markets hypothesis; and (4) the Black-Scholes model for the pricing of contingent claims.

Requisite: Economics 54. Limited to 35 students. Omitted 2003-04. Professor Woglom.

64. Evaluating Social Policies. This course examines a number of social programs in the United States including Social Security, Medicaid, Unemployment Compensation, Aid to Families with Dependent Children, and the Earned Income Tax Credit. The purpose of this examination is not only to show how these programs operate, but also to illustrate how econometric tools can be used to evaluate these operations. A significant portion of the course will be devoted to showing the advantages and disadvantages of using actual data from the programs in such evaluations.

Requisite: Economics 55 or consent of the instructor. Omitted 2003-04. Professor Reyes.

65. Topics in Econometrics. A continuation of Economics 55 that uses statistics, general economic theory and mathematics to understand empirical relations in economics. The course introduces matrix algebra and uses it to develop a careful treatment of the multiple linear regression model and refinements. Also includes an introduction to methodological developments in econometric modeling of time series data, and extensive practice in the use of statistical packages for computation.

Requisite: Economics 55. Omitted 2003-04. Professor Reyes.

66. Law and Economics. This course introduces students to the ways in which legal issues can be examined using the tools of economic analysis. Topics covered include: Property and contract law, accident law, family law, criminal law, financial regulation, and tax law. In all of these areas the intent is not to provide an exhaustive examination of the law, but rather to show how economic methods can contribute to an understanding of the basic issues that must be addressed by the law.

Requisite: Economics 54 or consent of the instructor. Omitted 2003-04. Professor Nicholson.

67. Advanced Economic Theory. This course is designed as a sequel to Economics 54, Microeconomics. The objective of the course is to provide students with a mathematically rigorous foundation in microeconomic theory. Topics may vary from year to year and will be chosen from among the following: revealed preference; relationship among demand, indirect utility, and expenditure functions; duality; profit maximization and cost minimization; uncertainty; game theory; externalities and public goods; oligopoly models; adverse selection, signaling, and screening; principal-agent problems; general equilibrium theory; computation of economic equilibria; efficiency, the core, and the second best; dynamic programming; etc.

Requisite: Economics 54. First semester. Professor Westhoff.

71. Topics in Positive Political Economy. The interaction between the economy and the political process will be the central focus of this course. Students will examine formal models of political and economic decision-making in order to better understand policy decisions. Applications and empirical tests of the theories will also be examined in detail. Topics will include voting models, spatial

models of policy choice, agenda setting, interest groups, bureaucracies, problems of collective choice, interactions between elections and the macroeconomy, political parties, and others.

Requisite: Economics 54 or consent of the instructor. Omitted 2003-04.

72. From Poor Relief to Welfare-to-Work. In this course, we will examine the economic history of poverty. We will begin with an examination of how poverty and the "poor" have been defined over time. We will then look at estimates of poverty measures from 1770-1990 in the United States among different groups (women, children, different ethnic groups, etc.). After analyzing the trends in poverty we will describe both private and public poverty policy programs. We will begin with the early poor laws of the New England and the Mid-Atlantic states and continue through to the contemporary era of welfare reform. At the end of the course, we will examine global poverty and put the U.S. experience into an international context.

Requisite: Economics 53 or 54. Omitted 2003-04. Professor Barbezat.

73. Game Theory and Applications. Game theory analyzes situations in which multiple individuals (or firms, political parties, countries) interact in a strategic manner. It has proved useful for explaining cooperation and conflict in a wide variety of strategic situations in economics, political science, and elsewhere. Such situations can include, for example, firms interacting in imperfectly competitive markets, auctions, arms races, political competition for votes, and chess. This course will provide an introduction to the tools and insights of game theory. Though mathematically rigorous, emphasis will be on applications rather than on formal theory.

Requisite: Economics 54. Second semester. Professor Kingston.

74. Economics of the Not-For-Profit Sector. A study of the Not-For-Profit (NFP) firm as an institutional form that society has used in response to market failures, such as the presence of jointly consumed goods, asymmetric information, and principal-agent problems. Examples will be taken from industries where the NFP form is prevalent: health care, education, museums, performing arts, and public radio and television. Issues related to the financing of NFPs, including their capital structure and reliance on donations as opposed to commercial revenues, will also be studied.

Requisite: Economics 54. Second semester. Professor Perkins.

75. Economic Growth. Income in the United States has increased more than tenfold over the last century, and incomes in the United States and most of Western Europe are at least 30 times higher than incomes in much of sub-Saharan Africa. This course explores what economists know about the process of economic growth that generated such outcomes. We will examine both formal theories of economic growth and the empirical literature on comparative economic growth, as well as examples of individual countries' growth experiences.

Requisites: Economics 55 and at least one of Economics 32, 33, 36, 53, or 54. Second semester. Professor B. Yarbrough.

77. Senior Departmental Honors Seminar. A seminar preparing senior economics majors to undertake independent research for their honors projects. Five or six topics of current interest will be studied.

Requisites: An average grade of 11.00 or higher in Economics 53, 54, and 55. First semester. Professor Rivkin.

78. Senior Departmental Honors Project. Independent work under the guidance of an advisor assigned by the Department.

Requisite: Economics 77. Second semester.

97, 97H, 98, 98H. Special Topics. Independent Reading Course. A full course or half course.

Admission with consent of the instructor. First and second semesters.

ENGLISH

Professors Baralet, Cameron, Chickering (Director of Studies), Cobham-Sandert, Frank, Guttman†, O'Connell, Parker*, Petersont, Pritchard, Rushing, Sánchez-Eppler (Chair), Sofield‡, and Townsend; Writer-in-Residence Hall; Assistant Professors Bosman, Duerfahrd, and Parham†; Senior Lecturer von Schmidt; Five College Visiting Assistant Professors Miller and Steuernagel; Visiting Lecturers Barr, Drabinski, and Tebaldi.

Major Program. Students majoring in English are encouraged to explore the Department's wide range of offerings in literature, film, and culture. Rather than prescribe any particular route through its curriculum, the Department helps its students to develop their own interests and questions. To this end, majors work closely with their advisors in defining an area of concentration—through frequent consultations, the submission and periodic revision of a concentration statement, and the preparation in the senior year of a retrospective essay that reflects on the student's growth and achievement as a reader and writer.

Majoring in English requires the completion of ten courses offered or approved by the Department, including at least one course numbered 01 to 19 and one of the upper-level seminars numbered 75. Majors may count towards the ten required courses up to three courses in creative writing. Because English 75 can lead in the senior year to a tutorial project, the Department strongly urges majors to fulfill the seminar requirement during the junior year. The Department will not guarantee admission to a particular section of English 75 in the second semester of the senior year.

In addition to taking at least one course numbered 01 to 19 and a section of English 75, all students must submit a *concentration statement*, no later than at preregistration in the spring of the junior year, that defines the focus of their major. At preregistration in the fall of the senior year, they then must provide a four- or five-page draft of a *retrospective essay* recounting the development of their interests as an English major. A final version of this essay, due at the end of the add/drop period of the second senior semester, will be evaluated by a committee of departmental readers. The approved retrospective essay, together with an updated concentration statement, satisfy the comprehensive requirement in English.

No more than two courses not offered by members of the Department may be counted towards the major, except with the recorded permission of the student's advisor.

Departmental Honors Program. The Department awards Latin honors to seniors who have achieved distinction in course work for the major and who have also demonstrated, in a submitted portfolio of critical or creative work, a

*On leave 2003-04.

†On leave first semester 2003-04.

‡On leave second semester 2003-04.

capacity to excel in composition. Students qualify for Latin honors only if they have attained a B+ average in courses approved for the major; the degree *summa cum laude* usually presupposes an A average.

Unlike other Amherst departments, English has no senior honors course. While students often include in their portfolios work that they complete in the Senior Tutorial (English 87/88), enrollment in these independent study courses is not a requirement for honors consideration.

To be considered for honors a student must submit to the Department a *portfolio*, which contains normally 50 to 70 pages of writing. The materials included may derive from a variety of sources: from work completed in the Senior Tutorial course(s); from Special Topics (English 97/98), composition, and creative writing courses; from projects undertaken on the student's own initiative; or from essays composed originally for other courses in the major (these essays must be revised and accompanied by a covering statement that describes in detail the nature of the project they constitute and comments thoughtfully and extensively upon the writer's acts of interpretation and composition). The Department does not refer to the portfolio as a "thesis" because that is simply one of many forms the portfolio may take. It may be, for example, a short film or video, a collection of essays or poems or stories, a play, a mixture of forms, an exploration in education or cultural studies.

Before a student can submit a portfolio, it first must be approved by his or her designated tutor or major advisor. If the portfolio is approved, a committee of faculty examiners is then appointed. Following an interview with the student, the committee conveys its evaluation to the whole Department, which then takes into account both the portfolio and the record in the major in making its final recommendation for the level of honors in English.

Senior Tutorial. Senior English majors may apply for admission to the Senior Tutorial (English 87/88) for either one or both semesters. Appropriate tutors are assigned to students whose applications have been approved. The purpose of the Senior Tutorial is to provide an opportunity for independent study to any senior major who is adequately motivated and prepared to undertake such work, whether or not he or she expects to be considered for Latin honors at graduation. Admission to English 87/88 is contingent upon the Department's judgment of the feasibility and value of the student's proposal as well as of his or her preparation and capacity to carry it through to a fruitful conclusion.

Graduate Study. Students interested in graduate work in English or related fields should discuss their plans with their advisor and other members of the Department to learn about particular programs, deadlines and requirements for admission, the Graduate Record Examinations, the availability of fellowships, and prospects for a professional career. Students should note that many graduate programs in English or comparative literature require reading competence in two, and in many cases three, foreign languages. Intensive language programs are available on many campuses during the summer for students who are deficient. To some extent graduate schools permit students to satisfy the requirement concurrently with graduate work.

N.B. The English Department does not grant advanced placement on the basis of College Entrance Examination Board scores.

COURSES PRIMARILY FOR FIRST-YEAR STUDENTS. These courses numbered 01 (first or second semester) are offered primarily for first-year students. Courses with this number are writing intensive and limited in enrollment to 20 students.

01. Courses Primarily for First-Year Students. Five sections will be offered in the first semester, 2003-04.

1. NOVELS, PLAYS, POEMS. Why does any writer—an Amherst College student, Philip Roth, Emily Dickinson, William Shakespeare—say what he or she says one way rather than another? And what in the expression itself makes a story, a play, a poem effective, something a reader might care about, be moved or delighted by? We will try to answer these questions by reading major examples of each genre, including much recent work, with close and sustained attention to details of expressive language. The course will be taught in four sections of 15-20 students. Frequent writing exercises. Open to upperclassmen as well as first-year students.

Professor Chickering.

2. NOVELS, PLAYS, POEMS. Same description as English 01, section 1.
Professor Pritchard.

3. NOVELS, PLAYS, POEMS. Same description as English 01, section 1.
Professor Sofield.

4. NOVELS, PLAYS, POEMS. To be offered as First-Year Seminar 20.

5. RESPONDING TO FILM. Like poems, plays and novels, films invite a response from their viewer that is at once one of pleasure and one of attentive analysis and nuanced judgment. This course will pay attention to a number of individual films, from past and present, from this country and elsewhere, that invite and deserve such responses. A strong emphasis in the course will be upon encouraging and disciplining the efforts of students to find language for themselves that is adequate to what they see and hear in films and upon helping them use that language to see and hear even more in the films they watch. Frequent short writing assignments and at least one screening per week.

Professor Cameron.

6. READING REGIONS, READING THE SOUTH. In the United States, as in many countries, we divide ourselves up into regions. Differences in language and/or dialect, in history, in customs and politics, are often seen as legitimating regional divisions. The South has always held an especially powerful place in the American imagination, even before the Civil War. Through close encounters with texts and music, we will explore the differences *within* the South, the ways in which particular literary texts have come to be seen not just as representing the South but, in part, constituting its difference, and the complex roles played by race, ethnicity, and class. Among the writers and musicians we will study: Louis Armstrong, Ernest Gaines, Eudora Welty, Flannery O'Connor, Breece D.J. Pancake, William Faulkner, Hank Williams, and the Carter Family.

Professor O'Connell.

01. Courses Primarily for First-Year Students. Three sections will be offered in the second semester, 2003-04.

1. READING GENDER, READING RACE. (Also Women's and Gender Studies 01.) An introduction to the textual production of gender and race. Through close attention to the texts and frequent writing assignments, this course will examine how gender and race are linguistic—and hence literary and hence cultural—creations. Our readings will be drawn from a variety of

genres and historical periods, and will include the following authors: Alcott, Cather, Cisneros, Hawthorne, Jewett, Morrison, Okada, Williams, Yamauchi. Professor Barale.

2. **REPRESENTING ILLNESS.** Readings in a variety of genres on the subject of sick people, with a focus on close reading and critical writing. We will touch on such topics as the representation of bodily pain; illness and social justice; illness and desire; illness and literary form. Possible texts include Sophocles, *Philoctetes*; Defoe, *A Journal of the Plague Year*; *The Diary of Alice James*; Henry James, *The Wings of the Dove*; John Edgar Wideman, "Fever"; Marilyn Hacker, poems from *Winter Numbers*; Mark Doty, poems from *My Alexandria*; criticism by Sontag, Broyard, and Scarry. Weekly writing, both critical and autobiographical.

Professor Frank.

3. **AMERICAN CAPTIVITY NARRATIVES.** This class will explore the captivity narrative—a kind of writing central to American literature, and one that, like the idea of the American dream, appears across races, ethnicities, genders, and religions. Over the course of the semester (and with many stops in-between) we will move from popular colonial tales of white women kidnapped by Native Americans to narratives recounted by African Americans about their own enslavement, including some of the less known oral accounts of slavery. We will then go on to the cultural productions of prisoners in the now famous work-farms of the South, with particular attention to connections between the blues and work-songs. From there we will move on to the sixties, with the non-fiction narratives of imprisoned political leaders, like Malcolm X, Martin Luther King, and Angela Davis. We will end the class with a look at the modern prison industrial complex, and the literary and cultural productions of today's inmates—narratives that often remind one of the tales of hope, despair, and spiritual transformation that we associate with the very colonial American narratives with which we began the semester.

Limited to 15 students. Professor Parham.

COURSES 02 TO 19. Open to all students, these courses are commonly writing intensive, limited in enrollment, and introductory in nature. Prospective majors are strongly advised to elect more than one.

06. Reading, Writing, and Teaching. Students, as part of the work of the course, each week will tutor or lead discussions among a small group of students at Holyoke High School. The readings for the course will be essays, poems, autobiographies, and stories in which education and teaching figure centrally. Among these will be materials that focus directly on Holyoke and on one or another of the ethnic groups which have shaped its history. Students will write weekly and variously: critical essays, journal entries, ethnographies, etc. Readings for the course will include works by Sylvia Ashton-Warner, James Baldwin, Judith Ortiz Cofer, John Dewey, Jonathan Kozol, Herbert Kohl, Sarah Lightfoot, John Stuart Mills, Abraham Rodriguez, Esmeralda Santiago, and Patricia Williams. Two class meetings per week plus an additional workshop hour and a weekly morning teaching assistantship to be scheduled in Holyoke.

Limited to 20 students. First semester: Visiting Lecturer Tebaldi. Second semester: Professor O'Connell.

07. American Literature in the Making: Colonies, Empires, and a New Republic. Over the last 25 years literary historians and critics have completely remade the field of American literature. The important artistic contributions of women,

of African Americans, of Latinos, of Asian Americans, and of Native Americans have received attention and appreciation. In many instances long-forgotten texts have been uncovered and appreciated as first-rate works of art. Neglected artists like Willa Cather and James Weldon Johnson have been reread, re-seen. The goal of this three-semester sequence is to survey American literature from its beginnings to the present in a history that attempts to bring together what were once considered the classics with the most important of the newer additions to the body of American literature. In doing so our primary attention will be on texts of exceptional literary merit.

Once American literature began with the Pilgrims and Puritans, though they were latecomers among the Europeans in the Americas. In this course we will begin with the oral traditions of some of the native inhabitants and then read accounts from the European discovery and conquest, Spanish, French, and English: Columbus, Verrazano, Cartier, Cortes, Bradford, and others. Then we will read the literature of the settlers: diaries, sermons, captivity narratives, and autobiographies. In the eighteenth century we will follow the emerging literature of independence, not only that written by Anglo-Americans but also the writings of Africans and African Americans like Olaudah Equiano. We will end the course with the literature of post-independence: novels by Charles Brockden Brown and Rebecca Rush.

First semester. Professor O'Connell.

08. American Literature in the Making: The Nineteenth Century. Over the last 25 years literary historians and critics have completely remade the field of American literature. The important artistic contributions of women, of African Americans, of Latinos, of Asian Americans, and of Native Americans have received attention and appreciation. In many instances long-forgotten texts have been uncovered and appreciated as first-rate works of art. Neglected artists like Willa Cather and James Weldon Johnson have been reread, re-seen. The goal of this three-semester sequence is to survey American literature from its beginnings to the present in a history that attempts to bring together what were once considered the classics with the most important of the newer additions to the body of American literature. In doing so our primary attention will be on texts of exceptional literary merit.

The course will cover the years from 1820 to 1920. These are the years when Anglo-American literature achieved an international reputation. They are also the years of African Americans' first intense and bitter struggle for liberation. And the years when the Euro-American conquest of the Indians was completed. The second half of the century also experienced the largest immigration in the history of the country until the post-1965 period, which enabled the United States to become the greatest industrial power in the world. The literature we will read is enmeshed in all these complex events: Cooper, Sedgwick, Emerson, Thoreau, Fanny Fern, Hawthorne, Melville, Harriet Beecher Stowe, Frederick Douglass, Rebecca Harding Davis, Mark Twain, Howells, Henry James, Edith Wharton, Stephen Crane, Zitkala-Sa, Charles Eastman, W.E.B. Du Bois, Sui Sin Far, and Henry Adams.

Omitted 2003-04. (To be offered in fall 2004.) Professor O'Connell.

09. American Literature in the Making: The Twentieth Century. Over the last 25 years literary historians and critics have completely remade the field of American literature. The important artistic contributions of women, of African Americans, of Latinos, of Asian Americans, and of Native Americans have received attention and appreciation. In many instances long-forgotten texts have been uncovered and appreciated as first-rate works of art. Neglected

artists like Willa Cather and James Weldon Johnson have been reread, re-seen. The goal of this three-semester sequence is to survey American literature from its beginnings to the present in a history that attempts to bring together what were once considered the classics with the most important of the newer additions to the body of American literature. In doing so our primary attention will be on texts of exceptional literary merit.

The focus in this course will be on lesser-known writers alongside the "major" figures: James Weldon Johnson, Willa Cather, Nella Larsen, Fitzgerald, Sherwood Anderson, Ernest Hemingway, Zora Neale Hurston, Langston Hughes, Richard Wright, Carlos Bulosan, Edward Dahlberg, Henry Roth, Tillie Olsen, Hisaye Yamamoto, Toshio Mori, Saul Bellow, William Maxwell, Eudora Welty, James Baldwin and others.

Second semester. Professor O'Connell.

12. Reading Poetry. A first course in the critical reading of selected major British and American poets. Attention will be given to prosody and poetic forms, and to different ways of reading poems. In spring 2004 we will read poetry by William Shakespeare, John Donne, John Keats, Emily Dickinson, Wallace Stevens, Elizabeth Bishop, and Philip Larkin. Three class hours per week.

Second semester. Professor Chickering.

13. Reading Popular Culture. (Also Women's and Gender Studies 28.) The purpose of this class is to learn how to use theoretical and primary texts to critique and write about contemporary popular culture: movies, television, radio and the news media. The topic in spring 2003 was "girl power," the pop-culture term for what is better understood as "post-feminism." Instances of girl power are characterized by their emphases on female protagonists who fight, speak, and enter intimate relationships on their own, sometimes angry, terms. The 1990s saw a dramatic transformation in the representation of women's relationships to their own sense of power. But has this rising phenomenon of "women who kick ass" come at a cost? Are these representations simply appropriations of what has been generally construed as "male power," or are they genuine reassessments of the relationship between gender, power, and the individual?

Limited to 20 students. Omitted 2003-04. Professor Parham.

14. Reading Fiction. A first course in the reading and criticism of fiction, with emphasis on the comic. Novels and stories by such writers as Jane Austen, Dickens, George Eliot, Henry James; lesser-known books and writers from this century, mainly from England and America. Attention centered on matters of technique and on different kinds of literary value. Three class hours per week.

Limited to 35 students. Omitted 2003-04. Professor Pritchard.

15. Black Music/Black Poetry. (Also Black Studies 54.) See Black Studies 54. Omitted 2003-04. Professor Rushing.

17. Big Books. This course explores the particular pleasures and interpretive problems of reading (and writing about) very long works—books so vast that any sure sense of the relation between individual part and mammoth whole may seem to elude the reader who becomes lost in a colossal imaginative world. How do we gauge, and engage with, works of disproportionate scale and encyclopedic ambition? How do we find our bearings within huge texts and who or what is our guide? In fall 2002 the readings were from three famous fictional chronicles of whole societies undergoing enormous transformations: Leo Tolstoy's *War and Peace*, John Dos Passos' trilogy, *U.S.A.*, and Thomas Pynchon's *Gravity's Rainbow*.

Limited to 20 students. Preference given to sophomores and first-year students. Omitted 2003-04. Professor Peterson.

18. Coming to Terms. An introduction to contemporary literary studies through the analysis of a variety of critical terms, a range of literary examples, and the relations between and among them. The terms considered in spring 2004 will include lyric, narrative, author, translation, and autobiography.

Preference given to sophomores. Second semester. Professors Bosman and Townsend.

19. Film and Writing. This course serves as an introduction to Film Studies and as preparation for more specialized courses in cinema analysis. Critical readings on film are examined along with films from different periods, nations, genres, and styles in order to give class members a sense of how to read films. Writing assignments will include critical responses to both the films and the readings.

First semester. Professor Duerfahrd.

19. Film and Writing. A first course in reading films and writing about them. A varied selection of films for study and criticism, partly to illustrate the main elements of film language and partly to pose challenging texts for reading and writing. Frequent short papers. Two 90-minute class meetings and two screenings per week.

Second semester. Senior Lecturer von Schmidt.

WRITING COURSES 20 TO 29.

21. Writing Poetry I. A first workshop in the writing of poetry. Class members will read and discuss each others' work and will study the elements of prosody: the line, stanza forms, meter, free verse, and more. Open to anyone interested in writing poetry and learning about the rudiments of craft. Writing exercises weekly.

This course is limited in enrollment. Preregistration is not allowed. Please consult the Creative Writing Center website for information on admission to this course. First semester: Writer-in-Residence Hall. Second semester: Professor to be named.

22. Writing Poetry II. A second, advanced workshop for practicing poets. Students will undertake a longer project as well as doing exercises every week exploring technical problems.

Requisite: English 21 or the equivalent. This course is limited in enrollment. Preregistration is not allowed. Please consult the Creative Writing Center website for information on admission to this course. First semester. Writer-in-Residence Hall.

23. Composition. Organizing and expressing one's intellectual and social experience. Twice weekly writing assignments: a sketch or short essay of self-definition in relation to others, using language in a particular way—for example, as spectator of, witness to, or participant in, a situation. These short essays serve as preparation for a final, more extended, autobiographical essay assessing the student's own intellectual growth.

Open to juniors and seniors. Limited enrollment. Second semester. Senior Lecturer von Schmidt.

25. Non-Fiction Writing. The topic varies from year to year. In spring 2004 we will study writers' renderings of their own experiences (memoirs) and their analyses of society and its institutions (cultural criticism). Workshop format, with discussion of mostly modern American examples and of students' experiments

in the genre. Students must submit examples of their writing to the English office. Three class hours per week.

Limited enrollment. Second semester. Professor Townsend.

26. Fiction Writing I. A first course in writing fiction. Emphasis will be on experimentation as well as on developing skill and craft. Workshop (discussion) format.

This course is limited in enrollment. Preregistration is not allowed. Please consult the Creative Writing Center website for information on admission to this course. First semester. Professor Frank.

28. Fiction Writing II. An advanced level fiction class. Students will undertake a longer project as well as doing exercises every week exploring technical problems.

Requisite: Completion of a previous course in creative writing. This course is limited in enrollment. Preregistration is not allowed. Please consult the Creative Writing Center website for information on admission to this course. Second semester. Professor to be named.

30. Chaucer: An Introduction. The course aims to give the student rapid mastery of Chaucer's English and an active appreciation of his dramatic and narrative poetry. No prior knowledge of Middle English is expected. A knowledge of Modern English grammar and its nomenclature, or a similar knowledge of another language, will be helpful. Short critical papers and frequent declamation in class. The emphasis will be on Chaucer's humor, irony and lyricism. We will read *The Parliament of Fowls*, *Troilus and Criseyde*, and some shorter poems. English 30 prepares students for English 31 on *The Canterbury Tales*. Three class hours per week.

First semester. Professor Chickering.

31. Chaucer: *The Canterbury Tales*. We will read through *The Canterbury Tales* paying close attention to Chaucer's poetic and narrative achievements. We will also examine some of the social and literary contexts of Chaucer's mature style. Emphasis in class will be on reading Chaucer aloud as poetry and on the close hearing of ironic tones. Discussion and writing will focus on selected major problems in the interpretation of Chaucer. Two class meetings per week

Requisite: English 30 or another college-level course in Chaucer. Omitted 2003-04. Professor Chickering.

34. Renaissance Drama: The Places of Performance. The course surveys multiple forms of drama and spectacle in Renaissance England with special attention to the cultural articulation of space. We will consider the relation of a range of texts to their real and imagined performance sites—public theatres like the Globe as well as private playhouses, castles, fairgrounds, taverns, and the streets of London—asking what impact these places had on the dramas themselves, on their representation of public and private worlds, and on the social and political role of theatre in society at large. Reading will include works by Marlowe, Shakespeare, Jonson, Heywood, Middleton and Rowley, and Milton.

A previous course in Shakespeare or Renaissance literature would be helpful. First semester. Professor Bosman.

35. Shakespeare. Readings in the comedies, histories, and tragedies, including *A Midsummer Night's Dream*, *I Henry IV*, *As You Like It*, *Hamlet*, *King Lear*, *Macbeth*, *Antony and Cleopatra*, and *The Tempest*. Two class meetings per week.

Limited to 50 students. First semester. Professor Sofield.

36. Shakespeare. Readings in the comedies, histories, and tragedies, with attention to the problem of genre. Texts will complement those studied in English 35. Two class meetings per week.

Limited to 50 students. Second semester. Professor Bosman.

38. Major English Writers I. The focus is on six figures from the seventeenth and eighteenth century: Ben Jonson, Milton, Dryden, Pope, Swift, Samuel Johnson. Attention given to other figures from the *Norton Anthology of English Literature*, Vol. 1. What do these writers say to the reader of 2001?

Omitted 2003-04. Professor Pritchard.

39. Major English Writers II: Romantics. Readings in poets and prose writers from the late eighteenth and early nineteenth centuries: Blake, Wordsworth, Coleridge, Byron, the Shelleys, and Keats.

Omitted 2003-04. Professor Townsend.

40. Victorian Novel I. A selection of mid-nineteenth-century English novels approached from various critical, historical, and theoretical perspectives. In spring 2001 the course focused on novels written around 1848, among them Disraeli's *Sybil*, Gaskell's *Mary Barton*, E. Brontë's *Wuthering Heights*, Dickens's *Dombey and Son*, Trollope's *Barchester Towers*, and Eliot's *Adam Bede*.

Omitted 2003-04. Professor Parker.

41. The Politics of the Gothic in the English Novel. Taking "the gothic" to mean that moment when human subjectivity is formed under the pressure of being looked at, this course considers the structural and ideological role of the gothic in eighteenth- and nineteenth-century English fiction about marriage. We will study such genres as the sentimental, gothic, and realist novel, with particular attention paid to representations of France and Italy, and to the formation of class, gender, and sexuality. Novels include Sterne, *A Sentimental Journey*, Radcliffe, *The Italian*, Austen, *Northanger Abbey*, Shelley, *Frankenstein*, Charlotte Brontë, *Villette*, Collins, *The Woman in White*, and Henry James, *The American*. Two class meetings per week.

Omitted 2003-04. Professor Frank.

42. Victorian Novel II. A selection of late-nineteenth-century British novels approached from a variety of critical, historical, and theoretical perspectives.

Omitted 2003-04. Professor Parker.

43. Modern British Literature, 1900-1950. Readings in twentieth-century British writers such as Bernard Shaw, Joseph Conrad, D.H. Lawrence, Virginia Woolf, Wyndham Lewis, Ford Madox Ford, Evelyn Waugh, W.H. Auden, Robert Graves, George Orwell, and Ivy Compton-Burnett. Three class hours per week.

Not open to first-year students. Omitted 2003-04. Professor Pritchard.

44. Major English Writers III: Victorians. Readings in poets and prose writers from the mid- and late nineteenth century: Tennyson, Browning, Arnold, Swinburne, Hopkins; Carlyle, Newman, Mill, Ruskin, Huxley, Pater. What interest do these canonical writers hold for us now and how can we describe that interest in the language of criticism?

Limited to 40 students. First semester. Professor Pritchard.

45. Modern British and American Poetry, 1900-1950. Readings and discussions centering on the work of Hardy, Yeats, Eliot, Frost, and Wallace Stevens. Attention also to Pound, A.E. Housman, Edward Thomas, William Carlos Williams, Hart Crane.

Omitted 2003-04. Professor Pritchard.

46. Poetry 1950-2002. Readings and discussion. The syllabus will include poets from the English-speaking world: Bishop, Lowell, Jarrell, Wilbur, Larkin, Hecht, Merrill, Hill, Clampitt, Walcott, Heaney, and others. The course will conclude with a substantial paper on a book published in 2001 or 2002. Two class meetings per week.

Omitted 2003-04. Professor Sofield.

47. The Rise of the English Novel. Exploring the relations between literary form and socioeconomic change, this course examines the rise of the novel in England in the context of the rise of capitalism. Topics of discussion will include the novels' portrayals of subjectivity, the representation of female experience, the role of servants in the imaginary worlds of novels by ruling-class authors, and the early novel's affinity for and relation to criminality. Novels by Defoe, Richardson, Fielding, Sterne, Burney and Edgeworth.

Second semester. Professor Frank.

51. Science Fiction. Surveying a range of classic and contemporary texts in the genre of science fiction, this course will explore the relation between the politics of world-making and future technologies of representation. Special emphasis will be placed on the discourses of difference (racial, sexual, and class, as well as spatial and temporal) in the elaboration of fictional worlds.

Omitted 2003-04. Professors Parham and Parker.

52. Hard Reading. (Also Women's and Gender Studies 12.) Many things can make a text difficult to read, just as we can understand the very idea that reading is "hard" or "easy" in any number of ways. A novel or play or short story can evade us because its narrative is convoluted or because its structure is fractured. We might have to slog through language that is "outdated" or dialectical. We might find we dislike the characters—or perhaps the author. Paragraphs can be too long, conversations too stilted, and all action might take place in the white space. Sometimes the very subject matter of a text makes it difficult for us to enjoy a piece of writing: we could loathe regional writing or find certain topics threatening or even repulsive. In this course we will examine some possible examples of books that seem to push us away. We will read works by some of the following writers: Emily Brontë, Ralph Ellison, George Eliot, Sarah Orne Jewett, Ha Jin, Adrienne Kennedy, Nella Larsen, Annie Proulx, Gertrude Stein, and David Henry Hwang.

Requisite: One English course numbered 01 through 19. Preference given to sophomores. Omitted 2003-04. Professor Barale.

53. The Literature of Madness. A specialized study of a peculiar kind of literary experiment—the attempt to create, in verse or prose, the sustained illusion of insane utterance. Readings will include soliloquies, dramatic monologues and extended "confessional" narratives by classic and contemporary authors, from Shakespeare and Browning, Poe and Dostoevsky to writers like Nabokov, Beckett, or Sylvia Plath. We shall seek to understand the various impulses and special effects which might lead an author to adopt an "abnormal" voice and to experiment with a "mad monologue." The class will occasionally consult clinical and cultural hypotheses which seek to account for the behaviors enacted in certain literary texts. Three class hours per week.

Open to juniors and seniors and to sophomores with consent of the instructor. Requisite: Several previous courses in literature and/or psychology. Omitted 2003-04. Professor Peterson.

54. "The Linguistic Turn": Language, Literature and Philosophy. "The Linguistic Turn" is a first course in literary and cultural theory. Though it will devote some early attention to the principles and methods of linguistic analysis, this class is not conceived as an introduction to linguistics *per se*. We will be asking, instead, much broader questions about the nature of "language," among them whether there is such a thing, and, if so, why it has come to define for us the nature of our contemporaneity.

Open to juniors and seniors. Omitted 2003-04. Professor Parker.

55. Childhood in African and Caribbean Literature. (Also Black Studies 29.) In 2002 the course concentrated on Caribbean authors. The course explores the process of self-definition in literary works from Africa and the Caribbean that are built around child protagonists. We will examine the authors' various methods of ordering experience through the choice of literary form and narrative technique, as well as the child/author's perception of his or her society. French texts will be read in translation.

Open to first-year students with consent of the instructor. Omitted 2003-04. Professor Cobham-Sander.

56. Four African American Poets. A critical reading of Lucille Clifton, Michael Harper, Audre Lorde, and Robert Hayden. Two class meetings per week.

Omitted 2003-04. Professor Rushing.

57. Topics in Literary Theory. The topic varies from year to year. In fall 2003 the topic will be "Language and Representation." This course will examine the philosophical foundations of the problem of representation, with specific attention to the role of language in the constitution and transmission of meaning. The relation of language to representation is central to literary study. In the literary work, language assumes the burden of representation, charged with carrying meaning from both author to text and text to reader. This is a peculiar operation full of puzzles and paradoxes. How are we to understand this operation? How adequate is language to the task of representation? Is language always fated to come up short? Or, might language exceed the intentions of its users and participants?

We will begin to address these problems with two classic texts: Hegel's *Lectures on Aesthetics* and Nietzsche's *The Birth of Tragedy*. These texts set the agenda for much of twentieth-century European critical theory in their competing outlines of the constructive and destructive possibilities of language. Our subsequent readings of Heidegger, Derrida, and Kristeva will complicate matters further by drawing out the limit of traditional conceptions of language and representation.

First semester. Visiting Lecturer Drabinski.

58. Modern Short Story Sequences. Although little studied as a separate literary form, the book of interlinked short stories is a prominent form of modern fiction. This course will examine a variety of these compositions in an attempt to understand how they achieve their coherence and what kinds of "larger story" they tell through the unfolding sequence of separate narratives. Works likely to be considered include Lermontov's *A Hero of Our Time*, Hemingway's *In Our Time*, Isaac Babel's *Red Cavalry*, Joyce's *Dubliners*, Sherwood Anderson's *Winesburg, Ohio*, Jean Toomer's *Cane*, Eudora Welty's *Golden Apples*, Gloria Naylor's *Women of Brewster Place*, Raymond Carver's *Cathedral*. The course concludes with a significant independent project on a chosen modern (or contemporary) example of the form and its relation to preceding works.

Limited to 15 students. Preference given to junior and senior English majors. Omitted 2003-04. Professor Peterson.

59. National Narratives. (Also Black Studies 70.) A critical examination of the artistic and cultural values inscribed in texts that have attained prominence as representations of nationhood or nationality. The course explores both ancient and modern examples of so-called "foundational" narratives from Africa. We shall include in our reading national epics that emerge from traditional oral cultures (*The Sundiata* of Old Mali) and modern reworkings of epic narrative styles (Ouologuem's *Bound to Violence*). The course concludes with a close literary and cultural reading of "unofficial" epics that have become canonized by educated elites, including Achebe's *Things Fall Apart*. In our discussion we shall seek to clarify the artistic and ideological forces that seem to account for the high status of these various "books of the nation."

Omitted 2003-04. Professor Cobham-Sander.

61. Studies in American Literature. The topic varies from year to year. In fall 2002 the topic was "Twentieth-Century American Indian Literature." Before the twentieth century American Indian writing took the form of sermons, political statements, journalism, or a few remarkable autobiographies. But there was little in the way of poetry, short stories, or novels. Especially since the 1960s Indian writing has enjoyed what has been called a "renaissance," and there are a number of Indian writers who stand among the first ranks of American writers. We will attempt as comprehensive a survey as possible of the major American Indian writers since 1960 across all genres, writers such as Louise Erdrich, James Welch, Gerald Vizenor, Leslie Marmon Silko, Linda Hogan, and Sherman Alexie. In addition the course will begin with a brief look at Indian writers of the first half of the twentieth century: Charles Eastman, John J. Mathews, and Darcy McNickle.

Omitted 2003-04. Professor O'Connell.

62. Studies in Nineteenth-Century American Literature. This course will regularly examine, from different historical and theoretical stances, the literary and cultural scene in nineteenth-century America. The goal of the course is to formulate new questions and possibilities for investigating the history and literature of the United States.

WRITING AND REFORM. This course will treat literature as a response to and even in some cases a participant in the reforming ferment of the antebellum period. The writings of Rebecca Harding Davis, Emily Dickinson, Frederick Douglass, Fanny Fern, Nathaniel Hawthorne, Herman Melville, Harriet Beecher Stowe, David Walker, Walt Whitman, Harriet Wilson, and Hannah Crafts will be read in conjunction with historical discussions and documents on temperance, moral reform, abolition, labor and women's rights. Such an approach should help us assess how these manifold efforts to reform American society influenced the intellectual climate of the period, affecting both the themes and style of American literature. Conversely, we will go on to ask how these literary texts worked to change the way that political and social issues were understood. The Pioneer Valley is rich in archival resources, providing an opportunity to work with original nineteenth-century reform documents. Students' final projects will draw in part on such archival findings.

Recommended requisite: English 61. Not open to first-year students. First semester. Professor Sánchez-Eppler.

63. Foundations of African American Literature. The focus of this introduction to African American literature is the complex intertextuality at the heart of the African American literary tradition. Tracing the tradition's major formal and thematic concerns means looking for connections between different kinds of texts:

music, art, the written word, and the spoken word—and students who take this class will acquire the critical writing and interpretive skills necessary to any future study of African American literature or culture.

Omitted 2003-04. Professor Parham.

64. Realism and Modernism. A study of the emergence of literary realism and its transformation into the “naturalistic” novels and the experimental fictions of the early twentieth century. Readings from the work of Howells, James, Twain, Crane, Dreiser, Chopin, Jewett, Stein, Hemingway, Toomer, Larsen, and Faulkner. Three class hours per week.

Omitted 2003-04. Professor Townsend.

65. Caribbean Literature: Home and Away. (Also Black Studies 31.) Beginning with what constitutes the Caribbean, this course examines representations of the complex and vexed connections between Caribbean nations like Antigua, Barbados, Grenada, Haiti, Jamaica, and Trinidad and such former (and present) political, economic, and cultural colonizers as Canada, France, Great Britain, and the United States. In addition to examining themes like education, gender ideology, migration, and tourism, we will note the presence of African survivals and the ways literary presentations of the Caribbean have changed over time. Close readings of the writer’s language and narrative strategies, and the rhetorical device of intertextuality by which texts “talk” to other texts, will be central to our study. Our reading will be culled from such books as Opal Palmer Adisa’s *Bake-Face and Other Guava Stories*, Edwidge Danticat’s *Breath, Eyes, Memory*, Jamaica Kincaid’s *A Small Place*, George Lamming’s *In the Castle of My Skin*, Caryl Phillips’ *Cambridge*, Jean Rhys’ *Wide Sargasso Sea*, and Derek Walcott’s *Sea Grapes*.

First semester. Professor Rushing.

66. Studies in African American Literature. The topic varies from year to year. In fall 2002 the topic was “The Weary Blues: Mourning in African American Literature and Culture.” As a population generally familiar with the facts of living too hard and dying too soon, how have African Americans used their literary and cultural traditions to memorialize—to articulate and often to work through conditions of pain and loss? Using a variety of literary and cultural texts, including RIP murals, poetry, and music, this semester’s topic examines the various ways African Americans express and aestheticize loss; how mourning often works as a foundation for militancy; and, most importantly, how loss is often recuperated through ideologies of art, love, and memory.

Omitted 2003-04. Professor Parham.

67. “Past the Last Post”: New African Writing. (Also Black Studies 40.) The best known Anglophone African novel is Nigerian Chinua Achebe’s masterful *Things Fall Apart* with its depiction of the tragic collision between a “traditional” African society and the political, economic, and cultural colonizing power of Great Britain; a rich and richly varied body of literature belongs to this category. The next generation, represented in works like Ayei Armah’s *The Beautiful Ones Are Not Yet Born* from Ghana and Ngugi’s *Petals of Blood* from Kenya, presents the problems of postcolonial Africa in a range of styles that includes both social and magical realism. In their various ways, the texts for this course depart from both those traditions and are difficult to subsume under the rubric of postcolonial theory. Our study of *Welcome to Our Hillbrow* by South Africa’s Phaswane Mpe, *The Stone Virgins* by Zimbabwe’s Yvonne Vera, *Sozaboy: A Novel in Rotten English* by Nigeria’s Ken Saro-Wiwa, *Kisalo and His Fruit Garden* by Kenya’s David Maillu, and *Maps* by Somalia’s Nuruddin Farah will focus on the

ways these heirs to earlier African fiction sidestep what African American critic and theorist Barbara Christian called "The Race for Theory," take on language as a central concern, and are both self-reflexive and ludic.

Second semester. Professor Rushing.

68. Jewish Writers in America. An examination of Jewish writers within the context of American literature and of American society, with special attention to the process of assimilation and the resultant crisis of identity. The diversity among Jewish writers will also be explored. Among writers discussed are Abraham Cahan, Henry Roth, Saul Bellow, Norman Mailer, Bernard Malamud, Philip Roth, and Tillie Olsen. One two-hour meeting per week.

Not open to first-year students. Limited to 20 students. Omitted 2003-04. Professor Guttman.

70. African American Autobiographies: A Survey. (Also Black Studies 26.) See Black Studies 26.

First semester. Professor Rushing.

71. Written in English: An Introduction to Postcolonial Literature. This seminar is an introduction to what is generally known as postcolonial literature—literature written by the inhabitants of countries formerly colonized by other, often European, nations. This semester we will mainly focus on former members of the British Empire, on literary works that, despite originating in very different geographies, nonetheless share a language. Beginning with the idea that texts written in English can come from many places in the world, we will then look for other kinds of similarities, namely questions of power, identity, and loss. We will also pay particular attention to the kinds of literary and cultural representations of "history and its futures" that are the hallmarks of postcolonial literature. Some of the texts we may encounter this semester include novels like Rhys' *Wide Sargasso Sea* (Dominica), Armah's *The Beautiful Ones are Not Yet Born* (Ghana), and Sidhwa's *Cracking India* (Pakistan); films like Gibson's *Braveheart* (U.S./Scotland) and Law's *The Floating Life* (Hong Kong/Australia); and Friel's short play, *Translations* (Ireland).

Limited to 15 students. Second semester. Professor Parham.

72. Readings in American Fiction, 1950-2000. The main writers to be read in this course have been characterized by one unfriendly critic as Phallic Narcissists: Saul Bellow, Norman Mailer, John Updike, Philip Roth. Their work, fiction and non-fiction, will be considered along with that of younger contemporaries such as Robert Stone, Richard Ford, Sue Miller, Nicholson Baker. Three class hours per week.

Not open to first-year students. Second semester. Professor Pritchard.

73. "This New Yet Unapproachable America": A Survey of Asian American Writing. Emerson's phrase speaks, as fully now as when he wrote it, to the constant remaking of American literature and culture by the coming together in the United States of many different peoples. It also indicates how integral a part of American literature Asian American writing necessarily is. Only recently, however, have scholars and critics begun to discover and write about Asian American literature. This body of writing is extensive, rich, and diverse. Somewhat problematically, the term "Asian American" gathers under one heading the substantially different histories of people originally from many parts of the continent. The primary aim of the course is to introduce students to the range and abundance and quality of Asian American writing from the poems in Chinese left on the walls at Angel Island to the postmodern stories of Jessica Hagedorn.

Not open to first-year students. Recommended: English 61. Omitted 2003-04. Professor O'Connell.

SEMINARS IN ENGLISH STUDIES. These courses all emphasize independent inquiry, critical and theoretical issues, and extensive writing. They are normally open only to juniors and seniors and limited to 15 students. Preference is given to declared English majors in their junior year, who are strongly advised to elect 75 then and not later. Although this seminar is a requirement for the major, the Department cannot guarantee admission to seniors in their second semester.

The Department offers at least three sections of English 75 every semester. In the course of the full academic year, sections will be offered in at least the following six areas: poetry, fiction, film, drama, criticism and theory, and literature before 1800. Each instructor will specify appropriate requisites.

75. Seminar in English Studies. Four sections will be offered in the first semester, 2003-04.

1. **RENAISSANCE BEAUTY.** What is beauty? How does it feel? Is it good for you? The seminar will explore how Renaissance writers have pursued these questions in poetry, drama and prose. Reading Sidney, Spenser, Marlowe, Shakespeare, Donne, Jonson and Milton, as well as women writers, we will connect ideals of beauty with philosophy, religion, politics and sexuality. A previous course in Shakespeare or Renaissance studies is recommended.

Professor Bosman.

2. **FILM NOIR, ITS CONTEXT AND ITS LEGACY.** This seminar will examine the intense period of film production and film stylization in America between 1942-1959 known as the period of *Film Noir*. There will be some survey of the literary and sociological background to *Noir*, but emphasis will be placed on a reading of the films. The innovation in cinematic language, the creation of a specific mood and situations of moral complexity, the ambiguity of the hero and the birth of the *femme fatale*: these are some of the themes that we will consider in determining how these films function both as documents of post-war American culture and as critiques of that culture. Wider questions will be raised about the difference between the art film and the "B" film, the official death of *Film Noir* and the rise of Neo-*Noir*, European *Noir*, *Noir* on TV. The development of the genre will be studied through works by Wilder, Lewis, Welles, Huston, Fuller, Aldrich, Coppola. Readings will include essays by the French film critics who gave the style its name, works of film criticism, and essays on lighting by a cinematographer of the period.

Professor Duerfahrd.

3. **WORLD HISTORY AND THE CONTEMPORARY NOVEL IN ENGLISH.** A study of the portrayal of world historical events in fiction written within the past ten years and, more generally, of the relation between historical trauma and contemporary novelistic style. Historical moments include the partition of India and Pakistan, World War I, the Korean War, post-apartheid South Africa, the American civil rights movement, colonialism and independence in the Congo. We will study six novels alongside relevant historical materials: Shauna Singh Baldwin, *What the Body Remembers*; Pat Barker, *Regeneration*; Susan Choi, *The Foreign Student*; J.M. Coetzee, *Disgrace*; Charles Johnson, *Dreamer*; and Barbara Kingsolver, *The Poisonwood Bible*.

Professor Frank.

4. WORDSWORTH AND KEATS. Readings of the poetry and prose (in Keats' case, letters) of these two major Romantic figures. Attention will be paid to the biographical, political, and social implications of their writings. Professor Townsend.

75. **Seminar in English Studies.** Four sections will be offered in the second semester, 2003-04.

1. FLAUBERT/ELIOT/JAMES. A critical reading of five novels from the later nineteenth-century canon: *Madame Bovary*, *The Sentimental Education*, *Middlemarch*, *The Portrait of a Lady*, *The Ambassadors*. Two class meetings per week.

Professor Cameron.

2. HOPKINS, HARDY, YEATS, AUDEN. A study of four major British poets of the late nineteenth and early twentieth centuries who have strongly influenced later generations of poets. Our primary focus will be on their poetry, but we will also read selections from the essays and journals of Gerard Manley Hopkins (1844-1889), at least one novel by Thomas Hardy (1840-1928), and short plays and prose works by both W.B. Yeats (1865-1939) and W.H. Auden (1907-1973). Biographical, historical, and critical materials will be assigned when pertinent to the poetry. The seminar aims to give a sense of each poet's literary career, his originality in his own day, his individual poetics and special sensibility. Two class meetings per week.

Professor Chickering.

3. FASCINATION, SEDUCTION, AND BELIEF IN THE CINEMA. The course will explore the nature of authority both within films (between characters) and over their audience. What is a state of fascination? What is our relation to a fascinated screen character? How do films engender fascination and towards what purposes? Is it a state of heightened or absent attention, of activity or passivity, of remembering or forgetting? How are men and women differently fascinated? How does fascination become seduction? In examining the procession of hypnotic figures, magicians, and enigmatic masters that dates back to the very origins of cinema, we will also be asking about how we are fascinated and what this tells about ourselves and why we keep going back to the cinema. Themes will include the erotic value of technology; the relation between fascination and consumption; adult- or child-like wonder; the political uses of fascination, violence and repetition; the *femme fatale*; the cult film and imitation as a response; the "blockbuster" and our belief in the "special effect." Films include *Nosferatu*, *Vertigo*, *Teorema*, *Triumph of the Will*, *The Magician*, *Being There*, *F for Fake*, *Close Encounters*, *Eyes Wide Shut*. Readings will include Bellour, Baudrillard, Mulvey, Kracauer, Epstein, Barthes, and writings on hypnosis by Borch-Jacobson and Freud. Some prior film class experience preferable.

Professor Duerfahrd.

4. LITERARY CRITICISM. Readings in the major English and American critics of literature from the last hundred or so years: Matthew Arnold, T.S. Eliot, I.A. Richards, Ezra Pound, F.R. Leavis, William Empson, Yvor Winters, Edmund Wilson, Randall Jarrell, Lionel Trilling, Northrop Frye, Kenneth Burke. Contemporary examples such as Harold Bloom, Helen Vendler, Stanley Fish, Richard Poirier. Their criticism will be treated always in relation to particular poems, verse drama, fiction. Investigation of terms like tone, metaphor, irony, rhetoric, sincerity, rhythm, character as they have been used to describe literary effects. The aim of the course is to extend and

complicate our ways of criticizing what we read, also to appreciate for their own sake some classics of modern criticism.

Professor Pritchard.

76. Old English and *Beowulf*. This course has as its first goal the rapid mastery of Old English (Anglo-Saxon) as a language for reading knowledge. Selected prose and short poems, such as *The Wanderer* and *The Battle of Maldon*, will be read in the original, with emphasis on literary appreciation as well as linguistic analysis. After that, our objectives will be an appreciation of *Beowulf* in the original, through the use of the instructor's dual-language edition, and an understanding of the major issues in interpreting the poem. Students will declaim verses and write short critical papers. Three class hours per week.

Open to first-year students with consent of the instructor. Omitted 2003-04. Professor Chickering.

82. Production Workshop in the Moving Image. This course offers an introductory exploration into the moving image as an art form outside of the conventions of the film and television industries. This class will cover technical and aesthetic aspects of media art production and will also offer a theoretical and historical context in which to think about independent cinema and video art.

Limited to 15 students. Admission with consent of the instructor. First semester. Five College Professor Steuernagel.

83. The Non-Fiction Film. The study of a range of non-fiction films, including (but not limited to) the "documentary," ethnographic film, autobiographical film, the film essay. Will include the work of Eisenstein, Vertov, Ivens, Franju, Ophüls, Leacock, Kopple, Gardner, Herzog, Chopra, Citron, Wiseman, Blank, Apter, Marker, Morris, Joslin, Riggs, McElwee. Two film programs weekly. Readings will focus on issues of representation, of "truth" in documentary, and the ethical issues raised by the films.

Limited to 25 students. First semester. Senior Lecturer von Schmidt.

84. Topics in Film Study. The topic varies from year to year. Two sections will be offered in the second semester, 2003-04.

1. **GLOBAL CINEMA/THIRD CINEMA.** This course surveys international cinema after 1960 with an emphasis on the fiction feature films of Africa, Asia, and Latin America, but it will also consider films from Europe and the United States. Contrary to popular belief, most of the world's films are made outside of American and European studios. Culturally rich, formally innovative, and politically provocative, Third World and postcolonial cinema forms a vital current within world cinema. The course will emphasize close textual analysis of films by, among many others, Sembene, Cissé, Tahinik, Pontecorvo, Makhmalbaf, and Trinh, and we will also explore economic, social, cultural, historical, and other methods of looking at film. Weekly readings in postcolonial criticism and in film history, theory, and criticism. Three class hours and two screenings per week.

Not recommended for first-year students. Visiting Lecturer Barr.

2. **THE AUTEUR FILMMAKER IN POSTWAR ITALY.** A study of the work of Rossellini, De Sica, Visconti, Fellini, Antonioni, Pasolini and Bertolucci, among others. Attention will be given to the roots and legacy of the so-called neo-realist movement in the politics and society of postwar Italy, as well as to the auteur movement generally in European cinema of the 1950s and 1960s. Three class hours and two screenings per week.

English 19 or another film course strongly recommended. Professor Cameron.

85. Proust. A critical reading in English translation of substantial portions of Marcel Proust's great work of fiction and philosophy, *A la Recherche du temps perdu* (known now in the revised Scott-Moncrieff translation as *In Search of Lost Time*). While students will be encouraged to read the whole of the work, class discussion and exercises will concentrate on major sections, mainly from *Swann's Way*, *The Guermites Way*, *Sodom and Gomorrah*, and *Time Regained*. Some attention will be given to other writing by Proust and to the tradition of critical commentary in English on Proust's work and its place as a document of European modernism. Two class meetings per week.

Recommended: prior study in nineteenth- or early twentieth-century English or French novel. Not recommended for first-year students. First semester. Professor Cameron.

86. James Joyce. Readings in *Dubliners*, *A Portrait of the Artist as a Young Man*, *Ulysses*, and some portions of *Finnegans Wake*. Two class meetings per week.

Not open to first-year students. Omitted 2003-04. Professor Cameron.

TUTORIALS. Independent work under the guidance of a tutor.

87. Senior Tutorial. Open to senior English majors who wish to pursue a self-defined project in reading and writing. Admission is by consent of the Department. Students intending to elect this course must submit to the Department a five-page description and rationale for the proposed independent study by the end of the first week of classes in the first semester of their senior year. Those who propose projects in fiction, verse, playwriting, or autobiography must submit a substantial sample of work in the appropriate mode; students wishing to undertake critical projects must include a tentative bibliography with their proposal.

First or second semester.

88. Senior Tutorial. A continuation, where appropriate, of English 87. Students intending to continue independent work are required to submit to their tutorial advisor, no later than the first day of classes of the second senior semester, a five-page prospectus describing in detail the shape of the intended project along with a substantial writing sample from the work completed in English 87. If he or she approves, the advisor will forward these materials, along with a recommendation, to the Department.

Admission is by consent of the Department. First or second semester.

87D, 88D. Senior Tutorial. This form of the regular course in independent work for seniors will be approved only in exceptional circumstances.

First and second semesters.

89. Production Seminar in the Moving Image. The topic varies from year to year. In spring 2004 the topic will be "Non-Fiction Production: Theories and Practice." The aims of this seminar are two-fold: First, to continue our exploration into the art of film and video through production workshops, camera and editing exercises, and self-directed projects. Second, to continue an introduction to the aesthetics and forms of film and video art through weekly screenings, readings, writing, and class discussion. This semester's selected topic will act as a loose construct to examine the nature, form, and function of non-fiction film/video practices by focusing on its outer limits—the places where its status and meaning (as documentary) is challenged.

Not open to first-year students. Requisite: English 82. Admission with consent of the instructor. (Contact English Department before Registration.) Limited enrollment. Second semester. Five College Professor Miller.

91. The Grammar of English. An examination of the structure and history of English grammar through descriptive and exemplary readings. Students will analyze their own sentences and those of literary and non-literary texts, with special attention to the relationship between syntax and style. Topics will include gender differences in usage, ethnic and regional grammars, comparisons with grammars other than English, and the social uses of prescriptive grammar. Literary selections will be from such writers as Dr. Johnson, James, Hemingway, Dickinson, Faulkner, Hopkins, Baldwin, Gibbon, Stein, and Brooks. Media and popular culture will also provide examples. Two class meetings per week.

Open to juniors and seniors. Non-English majors are welcome. Requisites: One English course numbered 01 through 19 and one upper-level English course; exceptions by consent of the instructors. Omitted 2003-04. Professors Barale and Chickering.

92. Photography and the Photographic. This course surveys the history of photography: its origins, movements, styles, and artist figures. We will explore the range of personal and political purposes of the photograph in documentary, crime scenes, medicine, legal identity, portraiture, war reportage, aerial surveillance, colonization, pornography, journalism, and advertisement. Particular attention will be given to the work of Atget, Nadar, Anonymous, Weegee, Cartier-Bresson, Stieglitz, Frank, Winogrand, Kruger, Arbus, and Mapplethorpe. Periods under examination include the New Realism, the Photo-Secession, Surrealism, Postmodernism, and the Direct Style. The specific goal of the class will be for students to discover a way to relate to photographs and to develop ways of speaking and writing about them. Works by Sontag, Benjamin, Barthes, and writings by the photographers will help us learn to understand the photographic moment in an analytical and creative fashion. The more general ambition of the class will be to explore questions of evidence, blur, focus, the caption, memory and nostalgia. We will raise these issues through our investigation of both the evolution of photography and of other media in which the photographic effect is readable: in painting (the photo-realists, Warhol and Richter), film (Antonioni, Marker, and Farocki), and literature (Sebald and Breton).

Second semester. Professor Duerfahrd.

97, 98. Special Topics. Independent Reading Courses.

First and second semesters. The Department.

99. Caribbean Poetry: The Anglophone Tradition. (Also Black Studies 37.) A survey of the work of Anglophone Caribbean poets, alongside readings about the political, cultural and aesthetic traditions that have influenced their work. Readings will include longer cycles of poems by Derek Walcott and Edward Kamau Brathwaite; dialect and neoclassical poetry from the colonial period, as well as more recent poetry by women writers and performance ("dub") poets.

Omitted 2003-04. Professor Cobham-Sander.

RELATED COURSES

Short Stories from the Black World. See Black Studies 23.

Second semester. Professor Rushing.

Inscribing Orality in Caribbean Women's Writing. See Black Studies 30.

Second semester. Visiting Lecturer Bailey.

Friendship. To be taught as First-Year Seminar 12.
First semester. Professor Townsend.

Novels, Plays, Poems. To be taught as First-Year Seminar 20.
First semester. Senior Lecturer von Schmidt.

Survey of Russian Literature II. See Russian 22.
Second semester. Professor Peterson.

EUROPEAN STUDIES

Advisory Committee: Professors Barbezat*, Bezucha, Brandes, Caplan, Cheyette, Chickering, Czap†, de la Carrera, Doran, Griffiths, Hewitt, Hunt, Machala, Maraniss‡, Rabinowitz‡, Rockwell, Rogowski, Rosbottom (Chair), Sinos, Stavans, and Tiersky‡; Associate Professors Courtright, Damon*, and Staller; Assistant Professors Epstein*, Gilpin*, Katsaros, and Schneider; Senior Lecturer Schütz.

European Studies is a major program which provides opportunity for interdisciplinary study of European culture. Through integrated work in the humanities and social sciences, the major examines a significant portion of the European experience and seeks to define those elements that have given European culture its unity and distinctiveness.

Major Program. The core of the major consists of six courses that will examine a significant portion of European civilization through a variety of disciplines. Comparative literary studies, interdisciplinary work in history, sociology, philosophy, political science or economics involving one or more European countries are possible approaches to the major. The student will select the six core courses in consultation with the Chair and an appropriate advisory subcommittee of the Program. Of these six courses, two will be independent research and writing during the senior year, leading to the presentation of a thesis in the final semester. In one of the final two semesters the major may designate the research and writing course as a double course (European Studies 77D or 78D), in which case the total number of courses required to complete the major becomes seven. In addition, a major will take European Studies 21 and 22 during the sophomore year or as soon as he or she elects a European Studies major.

Save in exceptional circumstances, a major will spend at least one semester of the junior year pursuing an approved course of study in Europe. Upon return, the student will ordinarily elect, in consultation with the advisory subcommittee, at least one course that helps integrate the European experience into the European Studies major. During the second semester of the senior year he or she will give an oral presentation to faculty and students in the Program of his or her independent research and writing in progress. Because of the self-designed nature of the European Studies program, the thesis plays a major role in integrating the student's work in the program. Superior achievement in the thesis project will be considered for recommendation for the degree with Departmental Honors.

A major is expected to be able to read creative and scholarly literature in at least one foreign language appropriate to his or her program.

*On leave 2003-04.

†On leave second semester 2003-04.

When designing his or her course schedule, a major should consult regularly with the advisory subcommittee and should give careful study to the offerings of humanities and social science departments at Amherst and the other Valley colleges.

11. The Self in the World. To understand the world, one must first know the "self": this idea has informed much European art and literature. This course will study the following: fiction and poetry where the identity of the protagonist is a major theme; non-fictional, first-person narrative (that is, "autobiography"); and self-portraiture in painting and sculpture. The purpose is to understand the role that identity—the sense of a distinct self—has played in European thought and art. We will study a wide range of authors and works, including St. Augustine, Montaigne, Shakespeare, Rousseau, Wordsworth, Joyce, and Woolf, as well as such artists as Dürer, Rembrandt, Van Gogh, and Picasso.

Limited to 25 students. Omitted 2003-04. Professor Rosbottom.

14. Napoleon's Legends. Napoleon Bonaparte's legacy in domestic and international politics and military strategy profoundly influenced nineteenth- and twentieth-century Europe. But so did his legend, created before his great defeat and exile, and nurtured after his death in 1821. In this course, we will study painting (e.g., David and Goya), narrative fiction (e.g., Balzac, Stendhal, and Tolstoy), poetry (e.g., Wordsworth and Hugo), music (e.g., Beethoven), urban history and architecture (e.g., of Paris), and the silent and sound films of the first half of our century (e.g., Gance). We will examine how different generations and a variety of cultures appropriated the imagined and real image of Napoleon and his deeds for social, political, and artistic ends, and thereby influenced the creation of modern Europe. Two class meetings per week.

Limited to 25 students. Omitted 2003-04. Professor Rosbottom.

21. Readings in the European Tradition I. Readings and discussion of a series of related texts from Homer and Genesis to Dante: Homer's *Iliad* and *Odyssey*, selected Greek tragedies, selected dialogues of Plato, Vergil's *Aeneid*, selections from the *Bible*, Augustine's *Confessions*, and Dante's *Divine Comedy*. Three class meetings per week.

Open not only to European Studies majors but also to any student interested in the intellectual and literary development of the West, from antiquity through the Middle Ages. Required of European Studies majors. Limited to 25 students. First semester. Professor Doran.

22. Readings in the European Tradition II. Reading and discussion of writings and art that have contributed in important ways to the definition of the European imagination. Previous readings have included Cervantes' *Don Quixote*, plays of Shakespeare, Montaigne's *Essays*, Racine's *Phaedra*, Molière's *Tartuffe*, Descartes' *Discourse on Method*, Rousseau's *Discourse on the Origin of Inequality*, Voltaire's *Candide*, selected poems of Wordsworth, Marx's *Communist Manifesto*, Flaubert's *Madame Bovary*, Tolstoy's *War and Peace*, Thomas Mann's *Death in Venice*, and others. Open not only to European Studies majors but also to any student interested in the intellectual and literary development of Europe from the Renaissance to the twenty-first century. Two class meetings per week.

Suggested requisite: European Studies 21. Required for European Studies majors. Second semester. Professor Rosbottom.

23. The Age of Chivalry: Women, Knights, and Poets. (Also Women's and Gender Studies 23.) Although "chivalry" is now considered a quaint term describing male conduct in love and war, the concept was originally shaped in part by

women, not only as the objects of male desire but also as patrons of poets and musicians. This course will focus on the literature and music produced for the courts of two twelfth-century rulers: Ermengard of Narbonne, patron of the troubadours and Marie de Champagne, patron of the romance-writer Chrétien de Troyes. To explore the power structures and ideologies of chivalric culture, we will also read chronicles, charters, and other documents; analyze the iconography of manuscript images; and sing troubadour songs (no prior knowledge of music is expected). All texts will be read in translation, and in dual-language editions where possible. Two class meetings per week.

Omitted 2003-04. Professors Cheyette and Chickering.

24. Poetic Translation. This is a workshop in translating poetry into English from another European language, preferably but not necessarily a Germanic or Romance language (including Latin, of course), whose aim is to produce good poems in English. Students will present first and subsequent drafts to the entire class for regular analysis, which will be fed by reference to readings in translation theory and contemporary translations from European languages. Two class meetings per week.

Limited to 12 students. Omitted 2003-04. Professor Maraniss.

28. Jewish Hispanic Relations. (Also Spanish 51.) See Spanish 51.

Omitted 2003-04. Professor Stavans.

31. Art and Desire in 18th-Century European Culture. (Also Fine Arts 89.) See Fine Arts 89.

First semester. Professors Courtright and Rosbottom.

34. Rabbinical Lore. An examination of the role of the rabbi in society and the theological, political and pastoral tasks performed. The periods contemplated range from the post-biblical in Palestine and the diaspora to medieval Spain, seventeenth-century Africa and the Netherlands, Eastern Europe during the Enlightenment, and the United States and the rest of the Americas today. The course will analyze the tension between the status quo and heretical ideas, between the rabbi as authority and dissident, between scholarship and messianism. Figures studied against their historical backdrop include Rabbi Akiva, Elisha ben Abuyha, Hillel and Shammai, Maimonides, the Ba'al Shem Tov, and Nachman of Bratzlav. Portions of the Talmud, the *Guide for the Perplexed*, selected kabbalistic treatises, Hassidic stories, and modern novels and stories such as *As a Driven Lief* and "The Pagan Rabbi" will be discussed.

Omitted 2003-04. Professor Stavans.

77, 77D, 78, 78D. Senior Departmental Honors.

97, 98. Special Topics.

RELATED COURSES

The Crusades and the Image of Islam. See German 42.

Omitted 2003-04.

Popular Cinema. See German 44.

First semester. Professor Rogowski.

Weimar Cinema: The "Golden Age" of German Film. See German 47.

Omitted 2003-04.

Joyful Apocalypse: Vienna Around 1900. See German 51.

Second semester. Professor Rogowski.

Kafka, Brecht, and Thomas Mann. See German 52.

Second semester. Professor Brandes.

Nietzsche and Freud. See German 54. Conducted in English.

Omitted 2003-04.

Gender Benders. See German 59.

Omitted 2003-04.

Digital Cultures. See German 61. Conducted in English.

Omitted 2003-04.

Contemporary Issues: The Body. See German 62. Conducted in English.

Omitted 2003-04.

For other related courses, see the offerings in European areas in the Departments of Classics, Economics, English, Fine Arts, French, German, History, Music, Philosophy, Political Science, Religion, and Spanish.

FILM AND VIDEO ARTS

The study of Film and Video Arts examines the history, theory, and practice of the moving image. The field of Film and Video Arts has emerged in recent decades as a distinct area of serious academic study coming from broadly interdisciplinary perspectives, and at Amherst College this area of study is coordinated interdepartmentally. Although there is no formal department, nor is there a major, faculty from numerous departments across the college regularly offer courses in Film and Video Arts. An historical approach to film and video considers the development of international cinema from the silent era to its transformation in video and its future in digital culture. A theoretical approach reflects on the way conceptions of identity, aesthetics, subjectivity, and ontology may be shaped by cinema and video. These approaches engage discussions in such disciplines as philosophy, social and literary theory, area studies, language study, visual culture, theater and dance, anthropology, and gender studies. The practice of constructing moving images in film and video includes considerations of narrative, non-narrative and experimental structures, camera motion, editing techniques, sound design, mise-en-scene, and digital technologies. The issues of composition and aesthetics that underlie film and video practice illuminate in crucial ways many concerns that also emerge from historical or theoretical discussions of the moving image.

Students who participate in courses in Film and Video Arts find that this field is in active dialogue with different aspects of a liberal arts curriculum. Coursework in Film and Video Arts challenges and transforms the way students regard and react to the moving image beyond its most popular and widely circulated forms. The courses usually involve regular screenings outside of the scheduled class time, plus substantial reading and/or composition assignments. Some courses contain a strong component of film or video study in relation to other kinds of primary texts.

The course offerings for 2003-04 include the following courses:

2003

Responding to Film. See English 01, section 5.

First semester. Professor Cameron.

Film and Writing. See English 19.

First semester. Professor Duerfahrd.

Film Noir, Its Context and Its Legacy. See English 75, section 2.

First semester. Professor Duerfahrd.

Production Workshop in the Moving Image. See English 82.

First semester. Five College Professor Steuernagel.

The Non-Fiction Film. See English 83.

First semester. Senior Lecturer von Schmidt.

Popular Cinema. See German 44.

First semester. Professor Rogowski.

International Women Directors. See Women's and Gender Studies 17.

First semester. Visiting Lecturer Barr.

2004

The Supernatural in Japanese Fiction, Film and Animation. See Asian 42.

Second semester. Professor Caddeau.

Film and Writing. See English 19.

Second semester. Senior Lecturer von Schmidt.

Fascination, Seduction, and Belief in the Cinema. See English 75, section 3.

Second semester. Professor Duerfahrd.

Topics in Film Study. See English 84.

Second semester. Visiting Lecturer Barr.

Production Seminar in the Moving Image. See English 89.

Second semester. Five College Professor Miller.

Photography and the Photographic. See English 92.

Second semester. Professor Duerfahrd.

European Film: "French and Italian Cinema, 1937-1977." See French 32.

Second semester. Professor Caplan.

Video and Performance. See Theater and Dance 50.

Second semester. Professors Woodson and Blum.

FINE ARTS

Professors Abiodun†, Clark, Morse, R. Sweeney‡, and Upton; Associate Professors Courtright and Staller (Chair); Visiting Artist-in-Residence Ablow; Visiting Assistant Professors Garand and Kimball†; Visiting Lecturers Gloman, Keller, and Petegorsky.

Introduction to the Department. Courses which introduce a student to the Department include, in the practice of art, Fine Arts 2—*Practice of Art*; and Fine Arts 4—*Basic Drawing*; and in the history of art, Fine Arts 1—*Introduction to the History of Western Art*; Fine Arts 32—*Art and Architecture of Europe from 300 to 1500 C.E.*; Fine Arts 35—*Art and Architecture of Europe from 1400-1800*; Fine Arts 37—

†On leave first semester 2003-04.

‡On leave second semester 2003-04.

American Art and Architecture, 1600-Present; Fine Arts 45—The Modern World; Fine Arts 47—Arts of China; Fine Arts 48—Arts of Japan; Fine Arts 49—Survey of African Art.

Major Program. The Fine Arts major offers the broadest possible means for developing a student's historical understanding, practical skills, and critical faculties with regard to the visual arts and their values in society. Although this objective may be accomplished either with emphasis upon work in art history and criticism or the practice of art, the major program is designed to identify and serve each student's personal interests and capacities through an integrated engagement in the Fine Arts.

Course Requirements. A major will consist of a minimum of ten courses in Fine Arts of which at least three will be taken in the history of art and three in the practice of art. Fine Arts 2, Practice of Art, is required; however, majors who take Painting I, Sculpture I and Basic Drawing will be exempt from Fine Arts 2. Majors must take at least one of the following introductory courses in the history of art: Fine Arts 32—*Art and Architecture of Europe from 300 to 1500 C.E.*; Fine Arts 35—*Art and Architecture of Europe from 1400 to 1800*; Fine Arts 37—*American Art and Architecture, 1600 to Present*; Fine Arts 45—*The Modern World*; Fine Arts 47—*Arts of China*; Fine Arts 48—*Arts of Japan*; Fine Arts 49—*Survey of African Art*. With departmental permission, majors may elect a Fine Arts 97-98 program of individual work; likewise, a limited number of courses in other departments of Amherst College or neighboring institutions may be accepted as partial fulfillment of the major program.

Both majors and non-majors should be aware that numerous courses in other departments of the College offer serious opportunities for them to complement their work in Fine Arts. Though not necessarily counting toward the major, such courses range from topics as obviously relevant as aesthetics, religion, history and the other arts to such perhaps less apparent studies as anthropology, geology, and the history of economics and science. Departmental advisors will assist students in their course selection so as to maximize the possibilities represented by such collateral study.

Students who are thinking of graduate work either in the practice of art (including architecture, conservation, etc.) or in art history, should try to identify that interest as early as possible so that they may take advantage of departmental counsel regarding such preparation as may be necessary (e.g., GRE's, portfolios, foreign language skills, science background). The department faculty is also, of course, happy to discuss career options and prospects with both majors and general students.

Course Levels in the Department of Fine Arts. The Fine Arts curriculum is designed to direct students through studio and history of art courses at increasing levels of complexity. Introductory level courses assume no previous experience.

Departmental Honors Program. Candidates for Honors will, with departmental permission, take Fine Arts 77-78 during their senior year. Fine Arts 77-78 will be counted towards the ten-course requirement for the major.

HISTORY OF ART: INTRODUCTORY COURSES

01. Introduction to the History of Western Art. An introduction to works of art as the embodiment of cultural, social, and political values from ancient civilizations to the present. Students will approach a selected number of paintings, sculptures, and buildings from a number of perspectives, uniquely artistic

expression of meaning in visual form. Three lectures and one discussion section per week. Each discussion section limited to 27 students. Introductory level.

Limited to 80 students. Omitted 2003-04.

32. Art and Architecture of Europe from 300 to 1500 C.E. By learning how specifically to encounter the transcendent symbolism of the catacombs of Rome, the devotional intensity of monastic book illumination, the grandeur and vision of the first basilica of St. Peter, the Byzantine church of Hagia Sophia, and selected monasteries and cathedrals of France, we will trace the artistic realization of the spiritual idea of Jewish and Christian history from the transformation of the Roman Empire in the fourth century C.E. to the apocalyptic year of 1500 C.E. Several prophetic masterpieces by Albrecht Dürer, Leonardo da Vinci and Michelangelo Buonarroti completed on the very eve of the modern world will reveal a profound "forgotten awareness" crucial to our collective and private well being but long obscured by the "renaissance" bias that called this period "medieval." Two class meetings per week.

Second semester. Professor Upton.

35. Art and Architecture of Europe from 1400 to 1800. This course is an introduction to painting, sculpture, and architecture of the early modern period. The goal of the course is to identify artistic innovations that characterize European art from the Renaissance to the French Revolution, and to situate the works of art historically, by examining the intellectual, political, religious, and social currents that contributed to their creation. In addition to tracing stylistic change within the oeuvre of individual artists and understanding its meaning, we will investigate the varied character of art, its interpretation, and its context in different regions, including Italy, France, Spain, Germany and the Netherlands.

First semester. Professor Courtright.

37. American Art and Architecture, 1600 to Present. Through the study of form, content, and context (and the relationship among these categories) of selected works of painting, architecture, and sculpture made in colonial America and the United States from the seventeenth to the twentieth century, this course will probe changing American social and cultural values embodied in art. We will study individual artists as well as thematic issues, with particular attention to the production and reception of art in a developing nation, the transformation of European architectural styles into a new environment, the construction of race in ante- and post-bellum America, and the identification of an abstract style of art with the political ascendance of the United States after World War II. Introductory level.

Omitted 2003-04. Professor Clark.

45. The Modern World. This course will explore the self-conscious invention of modernism in painting, sculpture and architecture, from the visual clarion calls of the French Revolution to the performance art and earthworks of "art now." As we move from Goya, David, Monet and Picasso to Kahlo, Kiefer and beyond, we will be attentive to changing responses toward a historical past or societal present, the stance toward popular and alien cultures, the radical redefinition of all artistic media, changing representations of nature and gender, as well as the larger problem of mythologies and meaning in the modern period. Study of original objects and a range of primary texts (artists' letters, diaries, manifestos, contemporary criticism) will be enhanced with readings from recent historical and theoretical secondary sources. Two lectures per week.

Second semester. Professor Staller.

47. Arts of China. (Also Asian 43.) An introduction to the history of Chinese art from its beginnings in neolithic times until the start of the eighteenth century. Topics will include the ritual bronze vessels of the Shang and Zhou dynasties, the Chinese transformation of the Buddha image, imperial patronage of painting during the Song dynasty and the development of the literati tradition of painting and calligraphy. Particular weight will be given to understanding the cultural context of Chinese art.

Omitted 2003-04. Professor Morse.

48. Arts of Japan. (Also Asian 23.) A survey of the history of Japanese art from neolithic times to the present. Topics will include Buddhist art and its ritual context, the aristocratic arts of the Heian court, monochromatic ink painting and the arts related to the Zen sect, the prints and paintings of the Floating World and contemporary artists and designers such as Ando Tadao and Miyake Issey. The class will focus on the ways Japan adopts and adapts foreign cultural traditions. There will be field trips to look at works in museums and private collections in the region.

Omitted 2003-04. Professor Morse.

49. Survey of African Art. (Also Black Studies 46.) An introduction to the ancient and traditional arts of Africa. Special attention will be given to the archaeological importance of the rock art paintings found in such disparate areas as the Sahara and South Africa, achievements in the architectural and sculptural art in clay of the early people in the area now called Zimbabwe and the aesthetic qualities of the terracotta and bronze sculptures of the Nok, Igbo-Ukwe, Ife and Benin cultures in West Africa, which date from the second century B.C.E. to the sixteenth century C.E. The study will also pursue a general socio-cultural survey of traditional arts of the major ethnic groups of Africa.

Second semester. Professor Abiodun.

PRACTICE OF ART: INTRODUCTORY COURSES

02. Practice of Art. An introduction to some of the ways artists have tried to model themselves, nature and the world around them and an exploration of related studio practices. We will investigate elements of perspective, line, and value; color construction; issues of pictorial space such as illusion versus a two-dimensional organization of the picture plane; realism and abstraction; the figure as subject; the implications of photography; the evolution of three-dimensional form, techniques and materials; formal versus conceptual art; art as a critical activity; the role of artistic practice in our culture. Examples will be drawn from disciplines other than artistic, forms other than art, and cultures different from our own. Class time will be spent in lecture, demonstration, exercises, discussion and critique. There will be weekly out-of-class assignments. Two two-hour class sessions per week.

No prior studio experience required. Not open to students who have taken Fine Arts 04 or 15. Limited to 40 students. Second semester. Professor Garand.

04. Basic Drawing. An introductory course in the fundamentals of drawing. The class will be based in experience and observation, exploring various techniques and media in order to understand the basic formal vocabularies and conceptual issues in drawing; subject matter will include still life, landscape, interior, and figure. Weekly assignments, weekly critiques, final portfolio. Two three-hour sessions per week.

Each section limited to 20 students. First semester. Section 1: Professor Garand; Section 2: Visiting Lecturer Gloman. Second semester: Visiting Lecturer Gloman.

PRACTICE OF ART: MIDDLE-LEVEL STUDIO COURSES

13. Printmaking I. An introduction to intaglio (metal plate) printmaking that introduces the student to drypoint, engraving, and a variety of etching processes. Particular attention will be paid to the interrelationship between the repeatable nature of prints and the unique character of drawings and the notion of printmaking as an extension and codification of drawing procedures. Regular class discussions and critiques will be held.

Requisite: Fine Arts 02 or 04, or consent of the instructor. Limited to 12 students. First semester. Professor Garand.

14. Sculpture I. An introduction to the practice of sculpture in a contemporary and historical context. A series of directed projects will address various material and technical processes such as construction, modeling, casting, carving, and welding. Other projects will focus primarily on conceptual and critical strategies over material concerns. By the end of the course, students will have developed a strong understanding of basic principles of contemporary sculpture and have acquired basic skills and knowledge of materials and techniques. Further, students will be expected to have formed an awareness of conceptual and critical issues in current sculptural practice, establishing a foundation for continued training and self-directed work in sculpture and other artistic disciplines. Two three-hour class meetings per week.

Requisite: Fine Arts 02 or 04, or consent of the instructor. Limited to 18 students. First semester. Visiting Lecturer Keller.

15. Painting I. An introduction to the fundamentals of the pictorial organization of painting. Form, space, color and pattern, abstracted from nature, are explored through the discipline of drawing by means of paint manipulation. Slide lectures, demonstrations, individual and group critiques are regular components of the studio sessions. Two three-hour meetings per week.

Requisite: Fine Arts 02 or 04, or consent of the instructor. Limited to 18 students. First semester. Professor Sweeney.

16. Problems in Digital Imaging. Like painters at the middle of the nineteenth century considering the recent invention of photography, contemporary artists tend to view digital technology with either fervent suspicion or tremendous excitement. This is a studio course that will explore the following questions: Can the computer be a meaningful tool for creating serious works of art? Are certain visual and philosophical problems better served by digital technology? What are the broad implications of our digital future? Will the computer radically reconfigure pictorial vision? Perhaps most importantly: Are the essential problems of digital space any different from those facing more traditional artists?

Requisite: Art 02 or 04; experience with Macintosh platform. Limited to 12 students. Omitted 2003-04. Professor Kimball.

18. Photography I. An introduction to black-and-white still photography. The basic elements of photographic technique will be taught as a means to explore both general pictorial structure and photography's own unique visual language. Emphasis will be centered less on technical concerns and more on investigating how images can become vessels for both ideas and deeply human emotions. Weekly assignments, weekly critiques, readings, and slide lectures about the

work of artist-photographers, one short paper, and a final portfolio involving an independent project of choice. Two three-hour meetings per week.

Requisite: Fine Arts 02 or 04, or consent of the instructor. Limited to 12 students. First semester: Visiting Lecturer Petegorsky. Second semester: Professor Kimball.

PRACTICE OF ART: UPPER-LEVEL STUDIO COURSES

22. Drawing II. A course appropriate for students with prior experience in basic principles of visual organization, who wish to investigate further aspects of pictorial construction using the figure as a primary measure for class work. The course will specifically involve an anatomical approach to the drawing of the human figure, involving slides, some reading, and out-of-class drawing assignments. Two two-hour meetings per week.

Requisite: Fine Arts 02 or 04, or consent of the instructor. Limited to 18 students. First semester. Professor Sweeney.

24. Sculpture II. A studio course that investigates more advanced techniques and concepts in sculpture leading to individual exploration and development. Projects cover figurative and abstract problems based on both traditional themes and contemporary developments in sculpture, including: clay modeling, carving, wood and steel fabrication, casting, and mixed-media construction. Weekly in-class discussion and critiques will be held. Two two-hour class meetings per week.

Requisite: Fine Arts 14 or consent of the instructor. Limited to 12 students. Second semester. Visiting Lecturer Keller.

25. Color Photography. This course is an exploration of the materials, processes, techniques, and aesthetics of color photography. It is designed for those who already possess a strong conceptual and technical foundation in black-and-white photography. An emphasis is placed on students' ability to express themselves clearly with the medium. Concepts and theories are read, discussed, demonstrated and applied through a series of visual problems. This course offers the opportunity for each student to design and work on an individual project for an extended period of time. This project will result in a final portfolio that reflects the possibilities of visual language as it relates to each student's ideas, influences and personal vision. Students may work with 35mm, medium format, or U5 cameras. Student work will be discussed and evaluated in both group and individual critiques, complemented by slide presentations and topical readings of contemporary and historical photography. Two two-hour class meetings per week.

Requisite: Fine Arts 02 or 04, and Fine Arts 28 or consent of the instructor. Limited to 8 students. First semester. Visiting Lecturer Petegorsky.

26. Painting II. This course offers students knowledgeable in the basic principles and skills of painting and drawing an opportunity to investigate personal directions in painting. Assignments will be collectively as well as individually directed. Discussions of the course work will assume the form of group as well as individual critiques. Two three-hour class meetings per week.

Requisite: Fine Arts 15 or consent of the instructor. Limited to 18 students. Second semester. Visiting Lecturer Gloman.

27. Printmaking II. This course is an extension of intaglio processes introduced in Fine Arts 13, with the addition of more complex procedures such as multiple plate printing and color printing. Special emphasis will be placed

upon the idea of layering and overlap as a graphic procedure central to print-making and an important component in the creation of form in prints. Students will also be introduced to relief printing and monoprints. There will be weekly critiques and discussions.

Requisite: Fine Arts 13 or consent of the instructor. Limited to 12 students. Second semester. Professor Garand.

28. Photography II. A continuing investigation of the skills and questions introduced in Fine Arts 18. Advanced technical material will be introduced, but emphasis will be placed on locating and pursuing engaging directions for independent work. Weekly critiques, readings, and slide lectures about the work of artist-photographers, one short paper, and a final portfolio involving an independent project of choice.

Requisite: Fine Arts 18 or consent of the instructor. Limited to 12 students. Second semester: Professor Kimball.

29. Advanced Drawing. A drawing course that will emphasize compositional issues by working from memory, imagination, other works of art, and life. Students are required to develop and explore individual directions in pictorial construction. Course work consists of slide lectures, readings, individual and group critiques, in-class drawing experiments and sustained out-of-class drawing projects. Four hours per week.

Requisite: Fine Arts 04 or 15 or equivalent. Limited to 8 students. Omitted 2003-04. Professor Sweeney.

HISTORY OF ART: UPPER-LEVEL COURSES

50. The Monastic Challenge. A search for spiritual efficacy in the art and architecture of France during the twelfth and thirteenth centuries. First, by learning how to recognize, define and respond to the artistic values at work in a series of "romanesque" and "gothic" monuments including the Abbeys of Fontenay, Vézelay and Mt. St. Michel and the Cathedrals of Laon, Paris, Chartres, Amiens and Reims, we will try to engage directly (e.g., architecturally and spatially) the human aspiration these structures embody. Secondly, with the help of two literary masterpieces from the period, the *Song of Roland* and *Tristan and Isolde*, we will discover that the heart of the "monastic" challenge to our own era is *not* the traditional opposition of the medieval and modern worlds, but rather the recognition of the potential diminishment of art by an exclusively "scholastic" view of reality. The tragic affair of Eloise and Abélard will dramatize a central dilemma too easily forgotten that always (but especially in our own era) threatens art, love and spirituality. Two class meetings per week.

Requisite: One course in Fine Arts or consent of the instructor. First semester. Professor Upton.

51. Renaissance Art in Italy. This course treats painting, sculpture, and architecture of the art historical periods known as the Early and High Renaissance, Mannerism, and the Counter Reformation. It will dwell upon works by artists such as Giotto, Donatello, Botticelli, Leonardo, Raphael, Bramante, Michelangelo, and Titian in the urban centers of Florence, Rome, and Venice, art produced for patrons ranging from Florentine merchants and monks to Roman princes and pontiffs. The art itself—portraits, tombs, altarpieces, cycles of imagined scenes from history, palaces, churches, civic monuments—ranges from gravely restrained and intentionally simple to monumental, fantastically complex or blindingly splendid, and the artists themselves range from skilled artisans to ever more sought-after geniuses. Emphasis will be upon the way the form and

content of each type of art conveyed ideas concerning creativity, originality, and individuality, but also expressed ideals of devotion and civic virtue; how artists dealt with the revived legacy of antiquity to develop an original visual language; how art imparted the values of its patrons and society, but also sometimes conflicted with them; and how art and attitudes towards it changed over time. Rather than taking the form of a survey, this course, based on lectures but regularly incorporating discussion, will examine in depth selected works, and will analyze contemporary attitudes toward art of this period through study of the art and the primary sources concerning it. Upper level.

Requisite: One other art history course or consent of the instructor. Second semester. Professor Courtright.

52. Art, Culture and Society in the Italian Renaissance. (Also History 27.) See History 27.

Omitted 2003-04.

53. Dutch and Flemish Painting (The "Art" of "Beholding"). This course means to ask the question: What would it be like actually to respond to the paintings of Jan van Eyck, Roger van der Weyden, Hugo van der Goes, Hieronymous Bosch, Pieter Bruegel, Jan Vermeer and Rembrandt van Rijn and to reclaim in such a direct encounter the rejuvenating powers of insight and wisdom residing within the work of art itself. In addition to reaffirming the practice of pictorial contemplation for its own sake, "Dutch and Flemish Painting" will provide explicit instruction in the means and attitude of beholding complex works of art. Two class meetings per week.

Second semester. Professor Upton.

56. Baroque Art in Italy, France, Spain, and the Spanish Netherlands. After the canonization of the notion of artistic genius in the Italian Renaissance and the subsequent imaginative license of artists known as Mannerists, phenomena sponsored throughout Europe by the largesse of merchants, courtiers, aristocrats, princes, and Churchmen alike, a crisis occurred in European society—and art—in the second half of the sixteenth century. Overturned dogmas of faith, accompanied by scientific discoveries and brutal political changes, brought about the reconsideration of fundamental values that had undergirded many facets of life and society in Europe at the beginning of the seventeenth century, the starting point of this course. Unexpectedly, these upheavals led to a renewed proliferation of innovative art. In this century of remarkably varied artistic production, paradoxes abounded. Some artists sought the illusion of reality by imitating unimproved, even base nature through close observation of the human body, of landscape, and of ordinary, humble objects of daily use, as others continued to quest for perfection in a return to the lofty principles implicit in ancient artistic canons of ideality. More than ever before, artists explored the expression of passion through dramatic narratives and sharply revealing portraiture, but, famously, artists also imbued art meant to inspire religious devotion with unbounded eroticism or with the gory details of painful suffering and hideous death. They depicted dominating political leaders as flawed mortals—even satirized them through the new art of caricature—at the same time that they developed a potent and persuasive vocabulary for the expression of the rulers' absolutist political power. This class, based on lectures but regularly incorporating discussion, will examine in depth selected works of painting, sculpture, and architecture produced by artists in the countries which remained Catholic after the religious discords of this period—e.g., Caravaggio, Bernini, Poussin, Velázquez, and Rubens in Italy, France, Spain, and the Spanish

Netherlands—as well as engaging the cultural, social, and intellectual framework for their accomplishments.

Requisite: One course in the Department of Fine Arts or consent of the instructor. Omitted 2003-04. Professor Courtright.

57. American Painting 1860-1940. This course considers selected American paintings in the period between the Civil War and World War II, with emphasis on their intertwining with a wider cultural, social, and political environment. Individual artists (Winslow Homer, Thomas Eakins, Marsden Hartley, Georgia O'Keeffe, Grant Wood, Jacob Lawrence) and groups (around Robert Henri, Louise and Walter Arensberg, Alfred Stieglitz) will frame our study. Readings will address current interpretative strategies in American art criticism, and students will have an opportunity to pursue independent research.

Requisite: One course in art history or consent of the instructor. Second semester. Professor Clark.

58. The Modern Icon. In 1834 the Inquisition finally ended in Spain; throughout the century, Spain and France witnessed anti-clerical demonstrations and legislation; Marx branded religion "the opiate of the masses"; Nietzsche thundered "God is dead." As a cascade of scientific discoveries challenged belief, many avant-garde artists believed that the old symbols were exhausted, and that the old form of religious art (the Crucifixion and so on) was no longer viable. And yet, throughout the 19th, 20th and into the first glimmerings of the 21st century, artists have felt compelled to give form to spiritual ideas. Sometimes their ideas related to traditional faiths, often they were more idiosyncratic, more personal—inflected, say, by the cult of "art for art," or theosophy, or a revolutionary ideology searching for martyrs, or by a dream of abstraction that would purge every last taint of the phenomenal world. This course will explore such varied conceptions of spirituality, and the complex status of religions during a self-consciously modern age through the prism of works (pictorial and often verbal) by Goya, David, Friedrich, Van Gogh, Gauguin, Picasso, Matisse, Mondrian, Kandinsky, Malevich, Dalí, Kahlo, Alvarez Bravo, Newman, Muñoz, and Turrell.

Requisite: One course in modern art or consent of the instructor. Second semester. Professor Staller.

61. Approaches to Chinese Painting. (Also Asian 44.) A survey of the Chinese pictorial tradition from the Northern Song to the Qing dynasties, focusing in particular on the development of the landscape idiom but considering bird and flower painting and the narrative tradition as well. The course will explore the differences between Western methodological approaches to Chinese painting and the theories of painting developed by the Chinese themselves. There will be field trips to look at works in major museum collections in New England and New York.

Second semester. Professor Morse.

66. Sacred Images and Sacred Space: The Visual Culture of Religion in Japan. (Also Asian 61s.) An interdisciplinary study of the visual culture of the Buddhist and Shinto religious traditions in Japan. The class will examine in depth a number of Japan's most important sacred places, including Ise Shrine, Tōdaiji, Daitokuji and Mount Fuji, and will also look at the way contemporary architects such as Andō Tadao and Takamatsu Shin have attempted to create new sacred places in Japan today. Particular emphasis will be placed on the ways by which the Japanese have given distinctive form to their religious beliefs through

architecture, painting and sculpture, and the ways these objects have been used in religious ritual.

Second semester. Professor Morse.

70. African Art and the Diaspora. (Also Black Studies 45.) The course of study will examine those African cultures and their arts that have survived and shaped the aesthetic, philosophic and religious patterns of African descendants in Brazil, Cuba, Haiti and urban centers in North America. We shall explore the modes of transmission of African artistry to the West and examine the significance of the preservation and transformation of artistic forms from the period of slavery to our own day. Through the use of films, slides and objects, we shall explore the depth and diversity of this vital artistic heritage of Afro-Americans.

Omitted 2003-04. Professor Abiodun.

SPECIAL COURSES

80. Museums and Society. This course considers how art museums reveal the social and cultural ideologies of those who build, pay for, work in, and visit them. We will study the ways in which art history is (and has been) constructed by museum acquisitions, exhibitions, and installation and the ways in which museums are constructed by art history by looking at the world-wide boom in museum architecture, and by examining curatorial practice and exhibition strategies as they affect American and Asian art. We will analyze the relationship between the cultural contexts of viewer and object, the nature of the translation of languages or aesthetic discourse, and the diverse ways in which art is understood as the materialization of modes of experience and communication. The seminar will incorporate visits to art museums and opportunities for independent research. One meeting per week.

Limited to 15 students. First semester. Professors Clark and Morse.

82. Bad Girls. (Also Women and Gender Studies 8.) To many Europeans in the nineteenth century, women were becoming threatening. With assertiveness and sometimes violence, they demanded suffrage and work outside the home (where they would compete with men for jobs); as newspapers reported, they carried deadly syphilis. This course will examine this set of converging events, contemporary evolutionary theory, debates over "*la femme au foyer*" and "*la nouvelle femme*," and arguments that linked women with putatively deviant sexuality and inferior races. We will study images of women as powerful harpies, whores, and *femmes fatales*, and images of women as powerless invalids and decadently self-destructing addicts. We will address how women claimed agency, as defiant outlaws or by the act of painting. We will analyze the ways in which such images recast as well as reinforced prevailing beliefs in France, England, and Spain, and consider how stereotypes changed over time. We will read texts by Jarry and Huysmans, and consider a range of artists from Renoir, Degas, and Beardsley to Picasso, de Kooning and the Guerrilla Girls.

Limited to 20 students. Omitted 2003-04. Professor Staller.

84. Women and Art in Early Modern Europe. (Also Women's and Gender Studies 6.) This course will examine the ways in which prevailing ideas about women and gender shaped visual imagery and how these images, in turn, influenced ideas concerning women from the Renaissance to the Enlightenment. It will adopt a comparative perspective, both by identifying regional differences among European nations and tracing changes over time. In addition to considering patronage of art by women and works by women artists, we will look at the depiction of women heroes such as Judith; the portrayal of

women rulers, including Elizabeth I and Marie de' Medici; and the imagery of rape. Topics emerging from these categories of art include biological theories about women; humanist defenses of women; the relationship between the exercise of political power and sexuality; differing attitudes toward women in Catholic and Protestant art; and feminine ideals of beauty. Two class meetings per week.

Limited to 30 students. Omitted 2003-04. Professor Courtright.

89. Art and Desire in 18th-Century European Culture. (Also European Studies 31). The elites of the "Republic of Letters" in 18th-century Europe sought ways of redefining social and political structures to allow for more freedom in expression, ranging from political activism to new attitudes towards the social and the erotic, which called into question the established orders of the 17th century. Art of all kinds—painting, architecture, sculpture, literature, music—gave form to the new imagined utopias and dystopias, and created vivid, enticing settings for social and political interaction. Through an examination of the 18th-century imagination in France, England, Italy, Spain, and central Europe, we will discover how this period began the erosion of absolutism, in all its forms, that would lead to the modern world. We will begin in 1685, at the height of the reign of Louis XIV of France, and will end in 1815 with Napoleon's defeat at Waterloo. The course will not be a survey, but rather an examination of selected works, sites, and themes within their intellectual, social, political, religious, and literary contexts. For instance, we will study the visual expression of absolutism (e.g., Versailles), the representation of bourgeois morality in fiction and painting, the theater and opera as genres of subversion, the landscape garden, the birth of the public museum and thus of public taste, and the changes in city planning and urban life (e.g., Paris).

First semester. Professors Courtright and Rosbottom (Department of French).

SEMINARS

91. Topics in Fine Arts. Two topics will be offered in the first semester 2003-04.

1. PICTORIAL PRACTICES: WAYS AND MEANS OF PAINTING. This course considers some of the more important pictorial practices of painters working in the western tradition from the early 14th century to the late 1880s. It focuses on the increasingly sophisticated methods of graphic description achieved during these six centuries and on the various ways painters absorbed these methods within their pictorial practices. How painters represented form and space, how they defined and organized color, what techniques they chose to use; all influenced not only what a painting looked like but what in the world it might accommodate and describe. Although we will consider these practices in historical sequence, this is not a course in art history. It is taught from a painter's vantage point and will concentrate on how pictures were made within the context of the workshop and the studio. Lectures, discussion and field trips. Two class meetings per week.

Requisite: One course in Fine Arts or consent of the instructor. Artist-in-Residence Ablow.

2. INSTRUMENTS OF ENCHANTMENT: THE QUEST FOR MEANING IN CONTEMPORARY ART. This seminar will explore the multifarious forms and meanings of art created at this time—made with paint, steel, video, or bulldozer; made by writing on the body or on a 42nd Street display; or by looking through the oculus of an extinct volcano. A range of artists will be considered, including Kiki Smith, Mark Tansey, Leon Golub, Matthew Barney,

Magdalena Abakanowicz, Bill Viola, James Turrell, Gerhard Richter, Richard Serra, Martin Puryear, and Louise Bourgeois.

Requisite: One course in modern art or consent of the instructor. Limited to 12 students. Professor Staller.

92. Topics in Fine Arts. One topic will be offered in the second semester 2003-04.

ART AND POLITICAL IDENTITY IN AND OUT OF FRENCH COURTS. This seminar will treat art and culture in France from the Renaissance, under Francis I, to absolutism at the Baroque court of Louis XIV. We will examine art—paintings, sculpture, prints and architecture—that aided in the construction of political identities for queens, kings and their mistresses in palaces such as Fontainebleau, the Louvre, and Versailles in a time when different social groups were claiming shifting political ground. We will also tackle art depicting the lower classes, such as paintings by Georges de La Tour and French followers of Caravaggio, in order to examine artistic responses to changes in politics and society. In addition, we will consider how the example of Italy and the works of classicizing painters (e.g., Claude Lorrain and Poussin) contributed to the formation of French artistic, political, and national identities. The urban development of Paris as the capital of unified France plays a part in the course as well. Although art is the starting point of this investigation, the course will have a strong historical dimension, analyzing contemporary records and writings that document facets of society, its practices, rituals, and politics, as well as artistic forms of expression. One class meeting per week.

Requisite: One course in art history. Limited to 12 students. Professor Courtright.

DEPARTMENTAL HONORS AND SPECIAL TOPICS

77, 77D, 78, 78D. Senior Departmental Honors. Preparation of a thesis or completion of a studio project which may be submitted to the Department for consideration for Honors. The student shall with the consent of the Department elect to carry one semester of the conference course as a double course weighted in accordance with the demands of his or her particular project.

Open to Seniors with consent of the Department. First and second semesters. The Department.

97, 97H, 98, 98H. Special Topics. Full or half course.

First and second semesters. The Department.

RELATED COURSES

Myth, Ritual and Iconography in West Africa. See Black Studies 42.

Second semester. Professor Abiodun.

Visual and Verbal Metaphors in Africa. See Black Studies 43.

Omitted 2003-04.

Archaeology of Greece. See Classics 34.

Omitted 2003-04.

Roman Archeology: Pompeii and Herculaneum. See Classics 36.

Omitted 2003-04.

FRENCH

Professors Caplan, de la Carrera, Hewitt (Chair), Rockwell, and Rosbottom; Assistant Professor Katsaros; Senior Lecturer Nawar.

The objective of the French major is to learn about French culture directly through its language and principally by way of its literature. Emphasis in courses is upon examination of significant authors or problems rather than on chronological survey. We read texts closely from a modern critical perspective, but without isolating them from their cultural context. To give students a better idea of the development of French culture throughout the centuries, we encourage majors to select courses from a wide range of historical periods, from the Middle Ages to the present.

Fluent and correct use of the language is essential to successful completion of the major. Most courses are taught in French. The Department also urges majors to spend a semester or a year studying in a French-speaking country.

The major in French provides effective preparation for graduate work, but it is not conceived as strictly pre-professional training.

Major Program. The Department of French aims at flexibility and responds to the plans and interests of the major within a structure that affords diversity of experience in French literature and continuous training in the use of the language.

A major (both *rite* and with Departmental Honors) will normally consist of a minimum of eight courses. Students may choose to take (a) eight courses in French literature and civilization; or (b) six courses in French literature and civilization and two related courses with departmental approval. In either case, a minimum of four courses must be taken from the French offerings at Amherst College. One of these four must be taken during the senior year. All courses offered by the Department above French 03 may count for the major. Among these eight courses, one must be chosen from the Middle Ages or Renaissance, and one from the seventeenth or eighteenth centuries. (French 11 satisfies either of these distribution requirements.) Up to four courses taken in a study abroad program may count toward the eight required courses for the major. Comprehensive examinations must be completed no later than the seventh week of the second semester of the senior year.

Departmental Honors Program. Candidates for Departmental Honors must write a thesis in addition to fulfilling the course requirements for the major described above. Students who wish to write a thesis should begin to develop a topic during their junior year and must submit a detailed thesis proposal to the Department *at the beginning of the second week of fall semester classes*. Subject to departmental approval of the thesis proposal, candidates for Departmental Honors will enroll in French 77 and 78 during their senior year. (French 77 and 78 will not be counted towards the eight-course requirement for the major.) Oral examinations on the thesis will be scheduled in late spring.

Foreign Study. A program of study approved by the Department for a junior year in France has the support of the Department as a significant means of enlarging the major's comprehension of French civilization and as the most effective method of developing mastery of the language.

Exchange Fellowships. Graduating seniors are eligible for two Exchange Fellowships for study in France: one fellowship as Teaching Assistant in American Civilization and Language at the University of Dijon; the other as Exchange Fellow, Ecole Normale Supérieure in Paris.

FRENCH LANGUAGE AND COMPOSITION

01. Elementary French. This course features intensive work on French grammar, with emphasis on the acquisition of basic active skills (speaking, reading, writing and vocabulary building). We will be using the multimedia program *French in Action* which employs only authentic French, allowing students to use the language colloquially and creatively in a short amount of time. Three hours a week for explanation and demonstration, plus small sections with French assistants. This course prepares students for French 03.

For students without previous training in French. First and second semesters. Senior Lecturer Nawar and Assistants.

03. Intermediate French. Intensive review and coverage of all basic French grammar points with emphasis on the understanding of structural and functional aspects of the language and acquisition of the basic active skills (speaking, reading, writing and systematic vocabulary building). We will be using *French in Action*, the multimedia program, as well as a French literary text of Jean-Paul Sartre, *Les Jeux sont faits*. Three hours a week for explanation and demonstration, plus small sections with French assistants. This course prepares students for French 05.

Requisite: French 01 or two years of secondary school French. First and second semesters. Senior Lecturer Nawar and Assistants.

05. Language and Literature. An introduction to the critical reading of French literary and non-literary texts; a review of French grammar; training in composition, conversation and listening comprehension. Texts will be drawn from significant short stories, poetry and films. The survey of different literary genres serves also to contrast several views of French culture. Supplementary work with audio and video materials. Successful completion of French 05 prepares students for French 07, 08, 11 or 12. Conducted in French. Three hours a week.

Requisite: French 03 or three to four years of secondary school French. First semester: Professors Caplan and de la Carrera. Second semester: Professor Caplan.

07. Contemporary French Literature and Culture. Through class discussion, debates, and frequent short papers, students develop effective skills in self-expression, analysis, and interpretation. Literary texts, articles on current events, and films are studied within the context of the changing structures of French society and France's complex relationship to its recent past. Assignments include both creative and analytic approaches to writing. Some grammar review as necessary, as well as work on understanding spoken French using videotapes. Highly recommended for students planning to study abroad.

Requisite: French 05, or completion of AP French, or four years of secondary school French in a strong program. First semester: Professors Rockwell and Hewitt. Second semester: Professor Hewitt.

08. French Conversation. To gain as much confidence as possible in idiomatic French, we discuss French social institutions and culture, trying to appreciate differences between French and American viewpoints. Our conversational exchanges will touch upon such topics as French education, art and architecture, the status of women, the spectrum of political parties, minority groups, religion, and the position of France and French-speaking countries in the world. Supplementary work with audio and video materials.

Requisite: French 05, or completion of AP French, or four years of secondary school French in a strong program. Limited to 16 students per section. First semester: Professor Katsaros. Second semester: Professors Rockwell and Katsaros.

FRENCH LITERATURE AND CIVILIZATION

11. Cultural History of France: From the Middle Ages to the Revolution. A survey of French civilization: literature, history, art and society. We will discuss Romanesque and Gothic art, the role of women in medieval society, witchcraft and the Church, Reformation and Counter-Reformation, the centralization of power and the emergence of absolute monarchy. Slides and films will complement lectures, reading and discussion of monuments, events and social structures. Conducted in French.

Requisite: French 05 or equivalent. Omitted 2003-04. Professor Caplan.

NOTE: Courses above French 12 are ordered by chronology and topics rather than by level of difficulty.

20. Literary Masks of the Late French Middle Ages. The rise in the rate of literacy which characterized the early French Middle Ages coincided with radical reappraisals of the nature and function of reading and poetic production. This course will investigate the ramifications of these reappraisals for the literature of the late French Middle Ages. Readings may include such major works as *Guillaume de Dole* by Jean Renart, the anonymous *Roman de Renart*, the *Roman de la Rose* by Guillaume de Lorris, selections from the continuation of the *Roman de la Rose* by Jean de Meun, anonymous *Fabliaux*, and poetic works by Christine de Pisan, Guillaume de Machaut, Jean Froissart, and Charles d'Orléans. Particular attention will be paid to the philosophical presuppositions surrounding the production of erotic allegorical discourse. We shall also address such topics as the relationships between lyric and narrative and among disguise, death and aging in the context of medieval discourses on love. All texts will be read in modern French. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Omitted 2003-04. Professor Rockwell.

21. Medieval French Literature: Tales of Love and Adventure. The eleventh and twelfth centuries witnessed social, political, and poetic innovations that rival in impact the information revolution of recent decades. Essential to these innovations was the transformation from an oral to a book-oriented culture. This course will investigate the problems of that transition, as reflected in such major works of the early French Middle Ages as: *The Song of Roland*, the Tristan legend, the *Roman d'Eneas*, the Arthurian romances of Chrétien de Troyes, anonymous texts concerning the Holy Grail and the death of King Arthur. We shall also address questions relevant to this transition, such as the emergence of allegory, the rise of literacy, and the relationship among love, sex, and hierarchy. All texts will be read in modern French. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Second semester. Professor Rockwell.

22. Humanism and the Renaissance. Humanists came to distrust medieval institutions and models. Through an analysis of the most influential works of the French Renaissance, we shall study the variety of literary innovations which grew out of that distrust with an eye to their social and philosophical underpinnings. We shall address topics relevant to these innovations such as Neoplatonism, the grotesque, notions of the body, love, beauty, order and disorder.

Readings will be drawn from the works of such major writers as: Erasmus, Rabelais, Marguerite de Navarre, Montaigne, Ronsard, Du Bellay, Maurice Scève and Louise Labé. The most difficult texts will be read in modern French. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Omitted 2003-04. Professor Rockwell.

23. The Doing and Undoing of Genres in the Seventeenth and Eighteenth Centuries. This course will explore the formation and transformation of various genres in seventeenth- and eighteenth-century literature, with a particular focus announced each time the course is offered. The topic for fall 2003 is "Comedy." Readings will include texts by Corneille (*L'Illusion comique*), Molière (*Le Médecin malgré lui*, *Le Tartuffe*, *Le Misanthrope*, *Le malade imaginaire*), Marivaux (*La Double Inconstance*, *Le Jeu de l'amour et du hasard*) Beaumarchais (*Le Barbier de Séville*, *Le Mariage de Figaro*). Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. First semester. Professor Caplan.

25. The Republic of Letters. An exploration of Enlightenment thought within the context of the collaborative institutions and activities that fostered its development, including literary and artistic *salons*, *cafés*, and the *Encyclopédie*. We will read texts by Voltaire, Rousseau, Diderot, and others, drawn from the domains of literature, memoirs, and correspondence. To get a better idea of what it might have been like to live in the eighteenth century and be a participant in the "Republic of Letters," we will also read a variety of essays in French cultural history. Supplementary work with films and slides. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Second semester. Professor de la Carrera.

26. Worldliness and Otherworldliness. Many eighteenth-century writers imagined and invented other, better societies. To attenuate their criticisms of the social, political, and religious structures of the *ancien régime*, they also had recourse to the viewpoint of fictional "outsiders" who arrive in France as if for the first time and describe what they see in minute and telling detail. We will analyze the role that these "other" worlds and the "otherworldly" point of view played in the development of eighteenth-century thought and literature, as well as some of the repercussions that these questions have had in twentieth-century thought. Readings will include Montesquieu's *Lettres persanes*, Rousseau's *Discours sur l'origine de l'inégalité*, Diderot's *Supplément au Voyage de Bougainville*, and Madame de Graffigny's *Lettres d'une Péruvienne*, as well as Freud's *Civilization and Its Discontents* and a selection of essays by Claude Lévi-Strauss. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Omitted 2003-04. Professor de la Carrera.

27. The Nineteenth-Century French Novel. This course will trace the evolution of the novel with respect to the broad contexts of nineteenth-century French history and culture. We will focus in particular on the rise of French realism and its relation to the development of modernity in France, examining the treatment of such themes as urban space (the street, the arcade, the barricade), revolution, exoticism and the formation of individual identity—along with its distinctively modern pathologies (alienation, boredom, addiction). Readings will be drawn from such authors as Balzac, Stendhal, Hugo, Sand, Gautier, Flaubert, Zola, Vallès and others. To help illuminate the problem of literary realism, we will take up the question of realist representation in the visual arts as well, examining

relevant works by such artists and photographers as Courbet, Millet, Daumier, Manet, Degas, Nadar and Atget. For this purpose we will be making use of the extensive online collections of nineteenth-century visual and literary materials at the Bibliothèque Nationale and elsewhere, and we will also view a film adaptation of one of the works we'll be reading. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Second semester. Professor Katsarós.

28. Modern Poetry and Artistic Representation: From Baudelaire to Deguy. A study of major movements in poetry from the second half of the nineteenth century through the twentieth century, in conjunction with other artistic movements in France. Using a variety of literary and visual materials (including photography and film), this course will focus on the nature, timing and implications of their interactions. The notions of aesthetic perception, experience and pleasure will be investigated in this context. Major movements examined include Romanticism, Symbolism, Decadence, Surrealism, Exile and Resistance during World War II, Contemporary Caribbean Poetry, and the interplay of recent poetic and artistic practice with critical discourse. Theoretical works and manifestos will be studied in relation with both poetry and plastic arts. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Omitted 2003-04. Professor Katsaros.

29. The French Enlightenment. An analysis of the major philosophical, literary, and artistic movements in France between the years 1715 and 1789 within the context of their uneasy relationship to the social, political, and religious institutions of the *ancien régime*. Readings will include texts by Voltaire, Rousseau, Diderot, Condillac, and others. To gain a better sense of what it might have been like to live in eighteenth-century France, we will also read essays in French cultural history. Supplementary work with film and slides. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. First semester. Professor de la Carrera.

30. Contemporary French Literature: Crises and Transformation. A particular focus will be announced each time this course is offered. The focus for fall 2003 is "Twentieth-Century Novel." The course focuses on the long series of novelistic experiments, both narratological and ideological, which begin around the time of the First World War and continue feverishly through the existential novel and the *New Novel* of the seventies and eighties. Our readings will include critical theory as well as works of such major authors as Marcel Proust, André Malraux, Jean-Paul Sartre, Claude Simon, Michel Butor, Nathalie Sarraute, Marguerite Duras, Monique Wittig and Patrick Modiano. Conducted in French. (Students wishing to enroll but who have already taken French 30 with a different focus should register for a Special Topics course, French 97).

Requisite: One of the following—French 07, 08, 11, 12 or the equivalent. First semester. Professor Hewitt.

SPECIAL COURSES

31. Masterpieces of French Literature in Translation. In this course we will read a variety of French literary works from the eighteenth century to the present. Readings may include Voltaire's *Candide*, Laclos' *Dangerous Liaisons*, Charrière's *The Letters of Mistress Henley*, Stendhal's *The Red and the Black*, Balzac's *Cousin Bette*, Baudelaire's *Flowers of Evil*, Flaubert's *Madame Bovary*, Zola's *Nana*, or *The Ladies' Paradise*, Proust's *Swann in Love*, Camus' *The Plague* or *The First Man*,

Duras' *The Lover*. We will study these works first as masterful stories, but we also will consider questions of cultural and personal influence, including sexuality and class. We will also learn why most of these works were judged politically or morally scandalous when they came out. For instance, special attention will be paid to the trials and censorship of Baudelaire and Flaubert. Finally, we will study some films inspired by these texts, and learn how different media can treat the same subject. Conducted in English. (French majors will be encouraged to write their papers in French, and to read a portion of these works in French).

Second semester. Professor Rosbottom.

32. European Film. A study of issues concerning European film, with a particular focus announced each time the course is offered. The focus for spring 2004 is "French and Italian Cinema: 1937-1977." We shall view some of the greatest films that were made in France and Italy during this period, including: Jean Renoir, *Grand Illusion*, Alain Resnais, *Last Year at Marienbad*, Jean-Luc Godard, *Breathless*, *My Life to Live*, François Truffaut, *The 400 Blows*, and films by Roberto Rosselina, Luchino Visconti, and Federico Fellini. Conducted in English.

Second semester. Professor Caplan.

33. Studies in Medieval Romance Literature and Culture. The study of a major author, literary problem, or question from the medieval period with a particular focus announced each time the course is offered. The topic for spring 2003 is "Dante Alighieri." A reading of the *Divine Comedy* with an eye to the social and philosophical implications of Dante's allegorical practice. Readings, discussions, and papers will be in English.

Omitted 2003-04. Professor Rockwell.

34. Medieval and Renaissance French Literature in Translation. A survey of Medieval and Renaissance French literature in translation from the twelfth through the sixteenth centuries. The course will focus primarily on issues arising from the representational status of images. Readings will include the *Lais* of Marie de France, Arthurian romances by Chrétien de Troyes, the *Quest of the Holy Grail*, Jean Renart's *Guillaume de Dole*, the *Romance of the Rose*, works by Guillaume de Machaut, Jean Froissart, Marguerite de Navarre, Rabelais and Montaigne.

First semester. Professor Rockwell.

35. Lovers and Libertines. Passion and the art of seduction, from Mme. de Lafayette's *La Princesse de Clèves* to Stendhal's *Le Rouge et le noir*. We will focus on the oppositions between romantic love and social norms, passion and seduction. Both original masterpieces and their filmic adaptations will be considered. Sample reading list: Mme. de Lafayette, *La Princesse de Clèves*; Prévost, *Manon Lescaut*; Casanova, *Histoire de ma vie*; Laclos, *Les Liaisons dangereuses*; Mozart/da Ponte, *Don Giovanni*; Stendhal, *Le Rouge et le noir*. Conducted in French.

Omitted 2003-04. Professor Caplan.

36. Literature in French Outside Europe: Introduction to Francophone Studies. This course will explore cross-cultural intersections and issues of identity and alienation in the works of leading writers in the French-speaking Caribbean. Our discussions will focus on the sociopolitical positions and narrative strategies entertained in key French Caribbean texts of postcolonial literature (both fiction and critical essays). Issues involving nationalism, race, gender, assimilation and the use of Creole will help to shape our discussion of how postcolonial subjects share in or distinguish themselves from certain tenets of Western thought.

At issue, then, is the way French Caribbean literature and culture trace their own distinctiveness and value. Conducted in French.

Requisite: One of the following—French 07, 08, 11, 12 or equivalent. Second semester. Professor Hewitt.

38. French Cultural Studies. A particular focus will be announced each time the course is offered.

This course studies the shifting notions about what constitutes “Frenchness” and reviews the heated debates about the split between French citizenship and French identity. Issues of decolonization, immigration, foreign influence, and ethnic background will be addressed as we explore France’s struggles to understand the changing nature of its social, cultural, and political identities. We will study theoretical and historical works, as well as novels, plays and films.

Omitted 2003-04. Professor Hewitt.

41. Advanced Seminar. An in-depth study of a major author or literary problem from specific critical perspectives (i.e., Derrida, de Man and Rousseau, Sartre and Flaubert; Bakhtin and Rabelais; Goldman, Barthes and Racine). The topic for spring 2004 is “Diderot and the Eighteenth Century.” An exploration of Enlightenment thought in the fields of philosophy, science, anthropology, history, fiction and art criticism using the corpus of Diderot’s works as its primary focus. We shall cover a wide range of works by Diderot (*La Religieuse*, *Le Rêve de d’Alembert*, *le Supplément au Voyage de Bougainville*, *De la poésie dramatique*, *Les Salons*, *L’Essai sur les règnes de Claude et de Néron*) as well as selected works by other thinkers and writers of the eighteenth century. Conducted in French.

Requisite: One of the following—French 07, 11, 12 or equivalent. Second semester. Professor de la Carrera.

77, 78. Senior Departmental Honors. A single and a double course.

First and second semesters. The Department.

97, 97H, 98, 98H. Special Topics. Independent Reading Courses. Full or half courses.

Approval of the Department Chair is required. First and second semesters.

GEOLOGY

Professors Cheney (Chair), Crowley, and Harms; Assistant Professors Hagadorn and Martini; Adjunct Professor Coombs.

Major Program. The Geology major starts with an introduction to the fundamental principles and processes that govern the character of the earth from its surface environment to its core—examining the lithosphere and its interactions with the atmosphere, hydrosphere, and biosphere. Geology 11 and Geology 12 survey these principles and are required of all Geology majors. Geology encompasses many subdisciplines that approach study of the earth in a variety of ways, but all share a core of knowledge about the composition and constitution of earth materials. Accordingly, all Geology majors must also take Geology 29 (Structural Geology), Geology 30 (Mineralogy), and Geology 34 (Sedimentology). Finally, in consultation with their departmental advisor, Geology majors must take four additional courses from the Department’s offerings, constructing an integrated program that may be tailored to the major’s fields of interest or future plans. Senior Departmental Honors, generally consisting of Geology 77 and

78D, will count as one such course for the major. Either Astronomy 23, Biology 23, Chemistry 12, Mathematics 12, or Physics 16, or a higher numbered course in those departments, can also be applied to the requirements of the Geology major. Departures from this major format will be considered by the department in coordination with the student's academic goals. In the fall semester of the senior year, each major shall take a comprehensive examination, both written and oral.

Departmental Honors Program. For a degree with Honors, a student must have demonstrated ability to pursue independent work fruitfully and exhibit a strong motivation to engage in research. A thesis subject commonly is chosen at the close of the junior year but must be chosen no later than the first two weeks of the senior year. Geology 77, 78D involves independent research in the field or the laboratory that must be reported in a dissertation of high quality, due in April of the senior year.

All courses are open to any student having requisite experience or consent of the instructor.

06. Perspectives on the Environment. This course investigates the character of landscape, its geological basis, and how careful scientific analysis is important for understanding its most environmentally compatible use. Emphasis will be on case histories of actual areas subject to floods and beach erosion, earthquakes and landslides, areas subject to hazards from volcanic eruptions, and from water and air pollution. Field trips include projects on water management, on the appropriate substrate for development, on building in flood plains and on development in a coastal area. Three hours of lecture and discussion. One all-day field trip and several local trips during class time.

Omitted 2003-04.

11. Principles of Geology. As the science that considers the origin and evolution of the earth, Geology provides students with an understanding of what is known about the earth and how we know it, how the earth "works" and why we think it behaves as it does. In particular this course focuses upon the earth as an evolving and dynamic system where change is driven by energy generated within the earth. Concepts to be covered are: the structure of the earth's interior, isostasy, deep time, the origin and nature of the magnetic field, plate tectonics, the origin and evolution of mountain belts, and ocean basins and the growth of the continents over time. In this context, Geology 11 considers a diverse range of topics such as the Appalachian mountain belt, the Hawaiian Islands, Yellowstone Park, the consequences of seismicity, faulting, meteorite impact, and volcanism on the earth's inhabitants, and the sources and limitations of mineral and energy resources. This is a science course designed for all students of the College. Three hours of class and two hours of lab in which the student gains direct experience in the science through field trips, demonstrations, and projects.

First semester: Professors Crowley and Harms. Second semester: Professors Cheney, Crowley and Harms.

12. Principles of Environmental Science. Because humans have become an important agent of environmental change, human relationships to earth systems need to be examined more closely. In order to understand how humans have perturbed the environment, we must first understand the natural processes that operate within the environment. This course will examine evolution and extinction, weathering, erosion, mass wasting, sedimentation, climate change, flooding, and pollution—the physical processes that operate at the interface between

the lithosphere, hydrosphere, and the atmosphere. These processes affect rivers, lakes, the coast, the deep sea, glaciers, and deserts. The record of past environments and their change will be examined. Three hours of class and two hours of lab in which the student gains direct experience in the science through field trips, demonstrations, and projects.

First and second semesters. Professors Hagadorn and Martini.

24. Vertebrate Paleontology. The evolution of vertebrates as shown by study of fossils and the relationship of environment to evolution. Lectures and projects utilize vertebrate fossils in the Pratt Museum. Three hours of class and one discussion/laboratory session per week. Offered in alternate years.

Requisite: One course in biology or geology or consent of the instructor. Omitted 2003-04. Professor Coombs.

27. Paleontology. An introduction to the conceptual framework of paleontology. Lectures will consider, among other topics: classification of organisms, mode and tempo of evolution, geographic and temporal distribution of species, and ontogenetic variation. Labs will examine major fossilizable invertebrate groups, emphasizing interrelationship of form and function, and evolutionary significance of similarity. Three hours of lectures and two hours of laboratory. Field trips.

Requisite: Geology 12 or consent of the instructor. First semester. Professor Hagadorn.

28. Hydrogeology. As the global human population expands, the search for and preservation of our most important resource, water, will demand societal vigilance and greater scientific understanding. This course is an introduction to surface and groundwater hydrology and geochemistry in natural systems, providing fundamental concepts aimed at the understanding and management of the hydrosphere. The course is divided into two roughly equal parts: surface and groundwater hydrology, and aqueous geochemistry. In the first section, we will cover the principal concepts of physical hydrogeology including watershed analysis and groundwater management. In the second half, we will integrate the geochemistry of these systems addressing both natural variations and the human impact on our environment. Three hours of lecture and three hours of lab or field trip each week.

Requisite: Geology 12. Second semester. Professor Martini.

29. Structural Geology. A study of the geometry and origin of sedimentary, metamorphic and igneous rock structures that are the products of earth deformation. Emphasis will be placed on recognition and interpretation of structures through development of field and laboratory methodology. Three hours of lecture and five hours of laboratory each week.

Requisite: Geology 11. First semester. Professor Crowley.

30. Mineralogy. The crystallography and crystal chemistry of naturally occurring inorganic compounds (minerals). The identification, origin, distribution and use of minerals. Laboratory work includes the principles and methods of optical mineralogy, X-ray diffraction, back-scattered electron microscopy, and electron beam microanalysis. Four hours of lecture and two hours of directed laboratory.

Requisite: Geology 11, Chemistry 11 or Chemistry 15 or their equivalent recommended. First semester. Professor Cheney.

32. Igneous and Metamorphic Petrology. A study of igneous and metamorphic processes and environments. Application of chemical principles and

experimental data to igneous and metamorphic rocks is stressed. Identification, analysis, and mapping of rocks in laboratory and field. Four hours of class and three hours of laboratory per week.

Requisite: Geology 30. Second semester. Professor Cheney.

34. Sedimentology and Stratigraphy. A study of modern sediments and sedimentary environments as used for interpreting depositional environments of sedimentary rocks. Emphasis is placed on basic research reports on transportation and dispersal, deposition and primary structures, post-depositional processes and diagenesis. Tectonic framework of sedimentary basins and sedimentary models. Laboratory concentrates on thin sections of sedimentary rocks and field application of principles. Three hours of class and three hours of laboratory each week.

Requisite: Geology 12 or consent of the instructor. Geology 30 recommended. Second semester. Professor Hagadorn.

40. Plate Tectonics and Continental Dynamics. An analysis of the dynamic processes that drive the physical evolution of the earth's crust and mantle. Plate tectonics, the changing configuration of the continents and oceans, and the origin and evolution of mountain belts will be studied using evidence from diverse branches of geology. Present dynamics are examined as a means to interpret the record of the past, and the rock record is examined as a key to understanding the potential range of present and future earth dynamics. Three hours of class and three hours of laboratory each week.

Requisite: Geology 11 and 12, and one additional upper level Geology course. First semester. Professor Harms.

41. Environmental and Solid Earth Geophysics. Only the surface of the earth is accessible for direct study but, as a two-dimensional surface, it represents a very incomplete picture of the geologic character of the earth. The most fundamental realms of the earth—the core and mantle—cannot themselves be observed. Even the uppermost part of the crust, where the lithosphere and hydrosphere interact to determine the quality of the environment in which we live, is hidden. Indirect signals, observed at the surface, can give us a more comprehensive understanding of earth structure—from environmental problems that lie just below the surface to the dynamics of the core/mantle boundary. We can “see” these subsurface realms using seismology, gravity, magnetism and heat flow observations. This course will bring findings from geophysics to bear on developing a picture of the earth in three dimensions. Three hours of class and three hours of laboratory each week.

Requisite: Geology 11 or 12. Second semester. Professor Crowley.

43. Geochemistry. This course examines the principles of thermodynamics, via the methodology of J. Willard Gibbs, with an emphasis upon multicomponent heterogeneous systems. These principles are used to study equilibria germane to the genesis and evolution of igneous and metamorphic rocks. Specific applications include: the properties of ideal and real crystalline solutions, geothermometry, geobarometry, and the Gibbs method—the analytic formulation of phase equilibria. This course also introduces the student to the algebraic and geometric representations of chemical compositions of both homogeneous and heterogeneous systems. Four class hours each week.

Requisite: Geology 30, or Chemistry 12, or Physics 16 or 32. First semester. Professor Cheney.

77, 77D, 78, 78D. Senior Departmental Honors. Independent research on a geologic problem within any area of staff competence. A dissertation of high quality will be required.

Open to seniors who meet the requirements of the Departmental Honors program. First and second semesters. The Staff.

97, 97H, 98, 98H. Special Topics. Independent reading or research. A written report will be required. Full or half courses.

Approval of the Departmental Chair is required. First and second semesters. The Staff.

GERMAN

Professors Brandes and Rogowski (Chair), Assistant Professor Gilpin, Senior Lecturer Schütz.

Major Program. Majoring in German can lead to a variety of careers in education, government, business, international affairs, and the arts. There are two possible concentrations within the German major:

German Literature. The objective of the major with concentration in German Literature is to develop language skills and to provide acquaintance with the literary and cultural traditions of the German-speaking countries: The Federal Republic of Germany, Austria, and Switzerland. The Department offers effective preparation for graduate study in German language and literature, but its primary aim is more broadly humanistic and cross-cultural.

The German Literature concentration requires German 10 (or its equivalent), German 15 and 16 (German Cultural History), and a minimum of five further German courses, of which three must be courses in German literature and culture, conducted in German. The Department may approve up to three courses taken at a German-speaking university as counting toward fulfillment of the major requirements. Majors are advised to broaden their knowledge of other European languages and cultures.

German Studies. German Studies is an interdisciplinary concentration within the German major. Its objective is to develop language skills and a broad understanding of historical, political, and social aspects of culture in the German-speaking countries. It requires German 10 (or the equivalent), 15 and 16 (German Cultural History), and a minimum of five further German courses, conducted either in German or in English. Majors concentrating in German Studies should supplement their German program with courses in European history, politics, economics, and the arts.

Students who major in German Literature or German Studies should enroll in at least one German course per semester. For both concentrations, the Department faculty will help majors develop individual reading lists as they prepare for a Comprehensive Examination administered during each student's final semester.

The German Department supports a variety of activities that help to increase familiarity with German culture, such as film series, guest speakers, the German residential section in Porter House, and a weekly German-language lunch table. The Department awards prizes annually for superior achievement in German courses and for individual initiative benefiting German studies at Amherst.

Study Abroad. German majors are encouraged to spend a summer, semester, or year of study abroad as a vital part of their undergraduate experience. The Department maintains a regular student exchange program with Göttingen

University in Germany. Each year we send two students to that university in exchange for two German students who serve as Language Assistants at Amherst College. Faculty can also advise on a variety of other options for study in a German-speaking country.

Departmental Honors Program. In addition to the courses required for a *rite* degree in the major, candidates for Honors must complete German 77 and 78 and present a thesis on a topic chosen in consultation with an advisor in the Department. The aim of Honors work in German is (1) to consolidate general knowledge of the history and development of German language, culture, and history; (2) to explore a chosen subject through a more intensive program of readings and research than is possible in course work; (3) to present material along historical or analytical lines, in the form of a scholarly thesis.

Honors students who major with a concentration in German Studies will be encouraged to arrange for the writing of their theses under the supervision of a committee comprised of faculty members from various departments, to be chaired by the German Department advisor.

The quality of the Honors thesis, the result of the Comprehensive Examination, together with the overall college grade average, will determine the level of Honors recommended by the Department.

GERMAN LANGUAGE

01. Elementary German I. Our multi-media course *Deutsch* is based on videos depicting realistic stories of the lives of present day Germans as well as authentic documents and interviews with native speakers from all walks of life. The video program, as well as related Internet Webpages, will serve as a first-hand introduction to the German-speaking countries and will encourage students to use everyday language in a creative way. Text and audio-visual materials emphasize the mastery of speaking, writing, and reading skills that are the foundation for further study. Three hours a week for explanation and demonstration, one hour a week in small sections plus weekly viewing assignments in the laboratory.

First semester. Senior Lecturer Schütz.

02. Elementary German II. A continuation of German 01, with increased emphasis on reading of selected texts. Three class meetings per week plus one additional conversation hour in small sections, with individual work in the language laboratory.

Requisite: German 01 or equivalent. Second semester. Senior Lecturer Schütz.

04. Quick Access: German for Reading. This one-semester course is intended for anyone who wants to read German scholarly and literary texts in the original language. It prepares students for research and thesis work with original source materials, as well as for graduate reading proficiency exams. Focus on the acquisition of reading and comprehension skills. Close reading and translation practice of fiction and expository prose in the humanities, social and natural sciences. Intensive study of basic grammar (morphology and syntax). Individualized choice of texts from a wide range of fields, determined by the needs of the participants. Conducted in English.

Omitted 2003-04.

05. Intermediate German. Systematic review of grammar, aural and speaking practice, discussion of video and television programs, and reading of selected texts in contemporary German. Stress will be on the acquisition and polishing

of verbal, reading, writing, and comprehension skills in German. Three hours per week for explanation and structured discussion, plus one hour per week in small sections for additional practice with German Language Assistants.

Requisite: German 02 or two years of secondary-school German or equivalent. First semester. Senior Lecturer Schütz.

10. Advanced Composition and Conversation. Practice in free composition and analytical writing in German. Exercises in pronunciation and idiomatic conversation. Supplementary work with audio and video materials. Oral reports on selected topics and reading of literary and topical texts. Conducted in German. Three hours per week, plus one additional hour in small sections and in the language laboratory.

Requisite: German 05 or equivalent, based on departmental placement decision. Second semester. Senior Lecturer Schütz.

12. Advanced Reading, Conversation, and Style I. Reading, discussion, and close analysis of a wide range of cultural materials, including selections from *Die Zeit* and *Der Spiegel*, essays, and short works by modern authors and song writers (Böll, Brecht, Biermann, Udo Lindenberg, Bettina Wegner, etc.). Materials will be analyzed both for their linguistic features and as cultural documents. Textual analysis includes study of vocabulary, style, syntax, and selected points of grammar. Round-table discussions, oral reports and structured composition exercises. Students will also view unedited television programs, work with the Internet, and listen to recordings of political and scholarly speeches, cabaret, protest songs and to authors reading from their own works. Conducted in German. Three class hours per week, plus an additional hour in small sections and in the language laboratory.

Requisite: German 10 or equivalent. First semester. Professor Brandes.

14. Advanced Reading, Conversation, and Style II. Focusing on one contemporary novel, we will develop strategies for analyzing texts for their literary expression, their linguistic and stylistic features, and their cultural content. Additional materials (Internet, video, CD-ROMs, etc.) on literary and cultural topics as well as articles drawn from history, sociology, psychology, and philosophy. Three class hours per week plus one hour with language assistants.

Requisite: German 10 or equivalent. Omitted 2003-04.

GERMAN LITERATURE AND CULTURE

15. German Cultural History to 1800. An examination of cultural developments in the German tradition, from the Early Middle Ages to the rise of Prussia and the Napoleonic Period. We shall explore the interaction between socio-political factors in German-speaking Europe and works of "high art" produced in the successive eras, as well as Germany's centuries-long search for a cultural identity. Literature to be considered will include selections from Tacitus' *Germania*, the *Hildebrandslied*, a courtly epic and some medieval lyric poetry; the sixteenth-century *Faust* chapbook and other writings of the Reformation Period; Baroque prose, poetry, and music; works by Lessing and other figures of the German Enlightenment; *Sturm und Drang*, including early works by Goethe, Schiller, and their younger contemporaries. Slides, book illustrations, recordings, and videos will provide examples of artistic, architectural, and musical works representative of each of the main periods. Conducted in German.

Requisite: German 10 or equivalent. First semester. Professor Rogowski.

16. German Cultural History from 1800 to the Present. A survey of literary and cultural developments in the German tradition from the Romantic Period to contemporary trends. Major themes will include the Romantic imagination and the rise of nationalism in the nineteenth century, the literary rebellion of the period prior to 1848, Poetic Realism and the Industrial Revolution, and various forms of aestheticism, activism, and myth. In the twentieth century we shall consider the culture of Vienna, the "Golden Twenties," the suppression of freedom in the Nazi state, issues of exile and inner emigration, and the diverse models of cultural reconstruction after 1945. Authors represented will include Friedrich Schlegel, Brentano, Heine, Büchner, Hegel, Marx, Nietzsche, Heinrich and Thomas Mann, Kafka, Brecht, Grass, Wolf, and Handke. Music by Schubert, Wagner, Mahler, and Henze; samples of art and architecture. Conducted in German.

Requisite: German 10 or equivalent. Second semester. Professor Brandes.

25. Romantic Couples. Can romantic love be pure passion? Or is it subject to rules designed to express feeling? The course explores the language and representations of love around 1800, during a time of profound social and aesthetic change. We will investigate feminine concepts of "symphilosophy" and the new social marriage contract which gave rise to a desire to harmonize erotic and Platonic love and friendship; love as a meeting of autonomous subjects, leading to the discovery and realization of the self; the ecstasy of love and erotic misery; longings for ever-lasting fidelity and trust; issues of speechlessness and delusions. New concepts of irony, wit, fantasy, open form and intertextuality, parody and symbol will be explored, together with studies of gender and discourse theory. Readings will include romantic tales and fairy tales, novels, poetry, and letters by Goethe, Friedrich Schlegel, Dorothea Schlegel, Bettina von Arnim, Tieck, Hoffmann, and Kleist; music by Schubert and Wagner; romantic painting by Runge, Friedrich, and the Nazarenes. Conducted in German.

Requisite: German 10 or equivalent. Omitted 2003-04.

27. The Age of Goethe. Classical German literature and music, from the 1780s to the 1830s, has influenced German and Western culture until today. While considering music and art, this course will focus primarily on the greatest writers of the period: Goethe, Schiller, and Hölderlin. Placing their literature in the philosophical and political contexts of Idealism and of German enlightened absolutism, we will distinguish this "high art" from contemporary early romantic concepts as well as from German Jacobine activism, which was strongly influenced by the French Revolution. We will also examine the legacy of this rich cultural era in its impact on Western romantic, transcendentalist, and symbolist movements—and its influence on the rise of the myth of the Germans as a "nation of poets and thinkers." Readings will include Goethe's *Faust I*, *Egmont*, *Iphigenie*, and *Römische Elegien*; Schiller's *Die Räuber* and *Maria Stuart*; Hölderlin's *Hyperion* and selected poems; essays and manifestos by Kant, Fichte, and Forster. Listening assignments in Mozart's *Die Zauberflöte* and selected *Lieder* of the period. Conducted in German.

Requisite: German 10 or equivalent. First semester. Professor Brandes.

31. Berlin, Metropolis. In the early 1900s, Europe's youngest metropolis—Berlin—evolved into a creative and influential urban center. To the political challenges of imperialism, war, revolution and inflation, the new Berlin responded with wit, sarcasm and irony, functioning as the perfect proving ground for those seeking change, including artists, amateurs, reformers, and revolutionaries. We will trace the beginnings and flowering of urban modernism in

Berlin public life, architecture, the fine arts, theater and film up to its Nazi prohibition as "degenerate" in 1933. Readings and viewings will trace the changes from premodern to urban metropolis, paying special attention to such topics as the ill-fated German-Jewish symbiosis; concepts of sexuality and the body; alternative lifestyles in the social and cultural spaces of the metropolis; ethnicity and difference. Readings and discussion of novels, essays, design, architecture; the changing configurations of modern urban social life in the industrial age, including theater, cabaret and jazz; montage in the arts and the urban experience as shown in the films of the period. Conducted in German.

Requisite: German 10 or equivalent. Omitted 2003-04.

32. Modernism and Its Discontents. This course will trace the impact of early twentieth-century modernization on the cultural consciousness of artists and politicians. We will first study classical modernism in the context of European and Western avant-garde movements, with emphasis on art and society in Germany. Topics include the effect of rapid urbanization and the rise of modern mass culture; modern constructions of gender and nature; the emergence of visual culture and mass media; the aesthetic revolt and literary visions of Futurism, Dada, and Expressionism; and the radical activism of proletarian didactic art. We will then trace the anti-modernist responses, such as Kaiser Wilhelm's retrogressive push for national art; the socialist realist doctrine of Stalin's cultural policies; Hitler's prohibition of modernist art as "degenerate"; and finally the censorship and self-censorship of certain modernist artists, in the name of political progress. Texts by Hofmannsthal, Hauptmann, Schnitzler, Wedekind, Heinrich Mann, Kafka, Hesse, Rilke, Benjamin, Brecht, and Anna Seghers; selected art by Modersohn-Becker, Kirchner, and Kollwitz; samples of architecture, early radio, films, and music. Conducted in German.

Requisite: German 10 or equivalent. Omitted 2003-04.

34. Post-War German Culture, 1945-1989. How did post-war Germany respond to the dilemma of being the frontier between Communism and the Free World? How did the two German societies develop their own identities and adapt, rebel, or acquiesce culturally in regard to the powers in control? We will situate major literary and cultural developments within the context of political and social history. Topics include coming to terms with the Nazi past; political dissent, democratization, and economic affluence; reactions to the Berlin Wall; the student revolt and feminism; the threat to democracy and civil rights posed by terrorism; the peace movement in the East and the West. Readings in various genres, including experimental literary texts. Authors include Heinrich Böll, Günter Grass, Peter Schneider, and Peter Weiss in the West and Volker Braun, Heiner Müller, Ulrich Plenzdorf, and Christa Wolf in the East. Conducted in German.

Requisite: German 10 or equivalent. Omitted 2003-04.

38. German Drama of the Twentieth Century. From the political agitation of Bertolt Brecht to the performance pieces of Pina Bausch, German drama has had a profound impact on international theater. We shall trace the development of modern German drama from around 1890 to the present day. Topics will include: Naturalism and its attempt to depict social reality; Expressionism and its iconoclastic innovation; recent developments such as the postmodern dramatic collages of Heiner Müller. Particular attention will be focused on Brecht's legacy after World War II in the fields of "epic" and "documentary" theater. Authors discussed will include Gerhart Hauptmann, Frank Wedekind, Georg Kaiser, Bertolt Brecht, Peter Weiss, Friedrich Dürrenmatt, and Botho Strauß. Readings

will be supplemented by video materials on Pina Bausch, Johann Kresnick, and Heiner Müller. Conducted in German.

Requisite: German 10 or equivalent. Second semester. Professor Rogowski.

COURSES OFFERED IN ENGLISH

42. The Crusades and the Image of Islam. The legacy of the Crusades continues to be felt in Europe, the U.S. and in the Middle East. Originating 900 years ago, when Pope Urban II called on Christians to free the Holy Land of the "Unbelievers," a zealous collection of northern European monks, knights, and soldiers set out from Cologne on the first of several Holy Wars, believing they would prepare for the coming of the Messiah by liberating Jerusalem. The ensuing "clash of civilizations" pitted Christians first against Jews and then against the Muslim world, resulting in battles, pogroms, and centuries of hostility. To this day, Middle Eastern understanding of Western policies is deeply influenced by the history of the Crusades while European and American attitudes towards the Middle East and Islam are still colored by its controversial lore. This interdisciplinary course will discuss the history and legacy of the Crusades and the image of Muslims and Islam in historiography, theology, and literature, asking questions such as: Who became a Crusader and why? How did the Crusaders perceive and represent Islam and Muslims? How did these views of Islam and the East contribute to European self-definition and expansionism? We will pay attention to three perspectives: the Western European, Christian and Jewish, and the Middle Eastern Muslim views. Materials will include German, French, Hebrew, and Arabic texts by modern and medieval historians, among them Fulcher of Chartres, the Hebrew Chronicles of the Crusades, and Muslim sources; literary readings, such as the *Song of Roland*, Wolfram von Eschenbach's *Willehalm*, *Duke Ernst*, and selected medieval lyric; and religious commentary by St. Bernard. Conducted in English, with German majors required to do a substantial portion of the applicable readings in German.

Omitted 2003-04.

44. Popular Cinema. From Fritz Lang's thrilling detective mysteries to Tom Tykwer's hip postmodern romp *Run Lola Run*, from Ernst Lubitsch's satirical wit to the gender-bending comedies of Katja von Garnier, this course explores the rich legacy of popular and genre films in the German-speaking countries. Topics to be covered include adventure films, comedies, and costume dramas of the silent period, including Fritz Lang's *Spiders* (1919) and Joe May's *The Indian Tomb* (1920); the musical comedies of the Weimar Republic and the "dream couple" Lilian Harvey and Willy Fritsch; Nazi movie stars and the "non-political" entertainment films of the Third Reich, such as Josef von Baky's blockbuster *Münchhausen* (1943); the resurgence of genre films in the 1950s ("Heimatfilme," romantic comedies, melodramas, etc.); the Cold War Westerns in the West (based on the novels by Karl May) and in the East (starring Gojko Mitic); the efforts to produce audience-oriented films in the politicized climate of the 1960s and 1970s; the big budget quasi-Hollywood productions by Wolfgang Petersen; and the recent spate of relationship comedies. We will discuss the work of, among others, actors and performers Karl Valentin, Heinz Rühmann, Zarah Leander, Hans Albers, Heinz Erhard, Romy Schneider, Lorient, and Otto, and directors including Ernst Lubitsch, Fritz Lang, Joe May, Wilhelm Thiele, May Spils, Katja von Garnier, Detlev Buck, Tom Tykwer, and Doris Dörrie. Conducted in English, with German majors required to do a substantial portion of the reading in German.

First semester. Professor Rogowski.

47. Weimar Cinema: The "Golden Age" of German Film. This course examines the German contribution to the emergence of film as both a distinctly modern art form and as product of mass culture. The international success of Robert Wiene's Expressionist phantasmagoria, *The Cabinet of Dr. Caligari* (1920), heralded the beginning of a period of unparalleled artistic exploration, prior to the advent of Hitler, during which the ground was laid for many of the filmic genres familiar today: horror film (F.W. Murnau's *Nosferatu*), detective thriller (Fritz Lang's *M*), satirical comedy (Ernst Lubitsch's *The Oyster Princess*), psychological drama (G.W. Pabst's *Pandora's Box*), science fiction (Lang's *Metropolis*), social melodrama (Pabst's *The Joyless Street*), historical costume film (Lubitsch's *Passion*), political propaganda (Slatan Dudow's *Kuhle Wampe*), anti-war epic (Pabst's *Westfront 1918*), documentary montage (Walther Ruttmann's *Berlin—Symphony of a Big City*), and the distinctly German genre of the "mountain film" (Leni Riefenstahl's *The Blue Light*). Readings, including Siegfried Kracauer, Walter Benjamin, Lotte H. Eisner, Béla Balázs, and Rudolf Arnheim, will address questions of technology and modernity, gender relations after World War I, the intersection of politics and film, and the impact of German and Austrian exiles on Hollywood. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Omitted 2003-04.

51. Joyful Apocalypse: Vienna Around 1900. Between 1890 and 1914, Vienna was home to such diverse figures as Sigmund Freud, Gustav Klimt, Gustav Mahler, Leon Trotsky, and—Adolf Hitler. Which social, cultural, and political forces brought about the extraordinary vibrancy and creative ferment in the capital of the Austro-Hungarian Empire? The course will examine the multiple tensions that characterized 'fin-de-siècle' Vienna, such as the connection between the pursuit of pleasure and an exploration of human sexuality, and the conflict between avant-garde experimentation and the disintegration of political liberalism. Against this historical backdrop we shall explore a wide variety of significant figures in literature (Schnitzler, Hofmannsthal, Musil, Kraus), music (Mahler, R. Strauss, Schönberg), and the visual arts (Klimt, Schiele, Kokoschka, O. Wagner, A. Loos). We will explore the significance of various intellectual phenomena, including the psychoanalysis of Freud and the philosophies of Ernst Mach and Ludwig Wittgenstein. We shall also trace the emergence of modern Zionism (Theodor Herzl) in a context of growing anti-Semitism, and discuss the pacifism of Bertha von Suttner in a society on the verge of the cataclysm of the First World War. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Second semester. Professor Rogowski.

52. Kafka, Brecht, and Thomas Mann. Representative works by each of the three contemporary authors will be read both for their intrinsic artistic merit and as expressions of the cultural, social, and political concerns of their time. Among these are such topics as the dehumanization of the individual by the state, people caught between conflicting ideologies, and literature as admonition, political statement, or escape. Readings of short stories and a novel by Kafka, including "The Judgment," "The Metamorphosis," and *The Castle*; poems, short prose, and plays by Brecht, e.g., *The Three-Penny Opera*, *Mother Courage*, and *The Good Woman of Setzuan*; fiction and essays by Mann, including "Death in Venice" and *Buddenbrooks*. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Second semester. Professor Brandes.

54. Nietzsche and Freud. Modern thinking has been profoundly shaped by Nietzsche's radical questioning of moral values and Freud's controversial ideas about the unconscious. The course explores some of the ways in which German literature responds to and participates in the intellectual challenge presented by Nietzsche's philosophy and Freud's psychoanalysis. Readings include seminal texts by both of these figures as well as works by Rilke, Thomas Mann, Hermann Hesse, Musil, Schnitzler, and Expressionist poets. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Omitted 2003-04.

59. Gender Benders. Soldiers, sailors, saints, and thieves, transvestite nuns, and cross-dressed spies. This course will trace cross-dressing as a phenomenon in the construction of gender from 1600 to the present, with samples from German and European literature, music and art. Topics will include the one-sex model in pre-modern concepts of gender; the gender revolution around 1800; the woman within: inventing transvestites around 1900; and masculinity in crisis: gender unease in postmodern culture. Course materials include literary texts by Catalina de Erauso, Goethe, Bettina von Arnim, Dorothea Schlegel, Balzac, Virginia Woolf, and Bertolt Brecht; operas (*Fidelio*, *Rosenkavalier*); film of the Weimar Republic and contemporary German and Hollywood productions; autobiographies of cross-dressers; and theoretical works by Judith Butler, Marjorie Garber, and Thomas Laqueur. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Omitted 2003-04.

61. Digital Cultures. This course examines the interactions between contemporary critical and cultural theory and digital cultures, addressing issues of identity construction, gender, corporeal vs. psychic presence, interactivity, bodily motion and motion capture, community, interface, performativity, duration, and representation. We will be looking at work produced internationally, and will focus our attention on interactive projects created in Germany, where a tremendous amount of new media works have been created recently. We will also explore material from Websites and from recent international symposia and exhibitions of electronic art, and view a number of films.

Readings will be drawn from theoretical, literary, philosophical, psychoanalytic, and architectural texts, as well as from multimedia-authoring texts, exhibition catalogs, and international cybermagazines. Students will develop and produce projects involving text, still and moving image, and sound, in digital format. No previous experience with computers is required. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Omitted 2003-04.

62. Contemporary Issues. This course examines issues at the forefront of contemporary debates. The topic varies from year to year. The topic for spring 2003 is "The Body." What is the body? How do we think of it, or ignore it? What do we, and don't we, understand of it? What constitutes corporeality, and how does it affect how we think, dream, and move about in the world? How does the body operate as a political, historical, spatial, spiritual site? How have writers, artists, engineers, and pathologists used the body or conceptions of the body as a source of cultural dramaturgy, as translating agents, as museums of information and emotion? This course involves a multidisciplinary excavation of "the body" and "bodies," how they function, and how they create meaning, through

historical and contemporary lenses of architecture, literature, the politics of identity, the philosophy and psychology of perception, anatomy and pathology, still and moving images, animation, puppetry, robotics, and performance. Among the many materials to be addressed are the first International Hygiene Exhibition (1911), the monumental "German Hygiene Museum" (1930), and the recent exhibition "Körperwelten: Die Faszination des Echten" (Worlds of Bodies: the Fascination of the Real). Conducted in English, with German majors required to do a substantial portion of the reading in German.

Omitted 2003-04.

77, 78. Senior Departmental Honors.

First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

HISTORY

Professors Bezucha†, Campbell, Cheyette†, Czap†, Dennerline, Hunt, Levin, Moore†, Redding (Chair), Sandweiss, Servos, and K. Sweeney*; Associate Professor Saxton; Assistant Professors Brandt, Epstein*, López, and Ringer; Andrew W. Mellon Visiting Assistant Professor Young; Visiting Assistant Professor Bonner.

History is the disciplined study of the past. Through it we seek to cultivate the human need to know where we have come from and to capture the ways in which the past both burdens and inspires humankind. History includes the study of diverse peoples and individuals in times vastly different from our own as well as the study of events that are currently unfolding. Studying history also involves the study of historians, their writing and their influence on our understanding of the past. Historical writing can focus on specific issues, such as ideas, belief systems, social and economic structures, political institutions, or the lives of ordinary as well as extraordinary men and women. It helps us acquire greater respect for the past and greater humility about the present, to appreciate the lesson that purposive actions often have unanticipated consequences, to reflect about the relationship between social structures and individual thought and action, and to question easy assumptions about the constancy of "common sense" or the inevitability of our own ideas and conventions. Although historians may concentrate their efforts on particular times and places, or emphasize different aspects of the past, they share an interest in change over time and in the rigorous use of methods and sources that help us to understand such change. Courses in this department aim to stimulate independent and creative thought both about the many varieties of history and the evidence from which those histories are crafted.

Major Program. History majors, in consultation with their advisors, design a course of study that combines a broad and meaningful distribution of historical subjects and methods with a concentration that develops analytical skills. All History majors are required to take nine courses. One of these must be History 99, taken normally in the junior or senior year, preferably after completion of two or more other history courses. Those majors who wish to write a thesis must

*On leave 2003-04.

†On leave first semester 2003-04.

‡On leave second semester 2003-04.

fulfill these requirements and, in addition, take at least two courses, normally History 77 and 78, toward the completion of their thesis.

All History majors must include as one of their courses for the major a *seminar* in which they write a substantial research paper that conforms to the department's "Guidelines for Research Papers," and that is guided by individual consultation with the instructor. (History 99, *Proseminar in History*, does not fulfill this requirement.) A student who contemplates writing a thesis in the senior year must complete the research paper by the end of the junior year. A student not intending to write a thesis may delay taking an appropriate seminar and completing the paper until the senior year. In exceptional circumstances and with the approval of the student's advisor and Department, a student may write the research paper in a seminar at another institution or for a course not designated as a seminar (with the consent of the instructor), as long as the paper conforms to the department's "Guidelines for Research Papers."

Concentration within the major. In completing their major, history students must take four courses either in the history of one geographical region (chosen from the six possibilities listed below), or in the history of a particular historical topic (for example, colonialism or nationalism), or in a comparative history of two or more regions, chosen by the student. The geographical regions are as follows: 1) the United States (US); 2) Europe (EU); 3) Asia (AS); 4) Africa and the diaspora (AF); 5) Latin America and the Caribbean (LA); 6) the Middle East (ME). Each student shall designate a concentration in consultation with his or her advisor.

Breadth requirements for the major. History majors must take courses from at least three of the six geographical regions listed above. In addition, all majors must take either two courses that focus on a pre-1800 period^(P) or one pre-1800 course and one course in comparative history^(C).

Comprehensive Evaluation. Students writing senior theses thereby fulfill the Department's comprehensive requirement. Other majors will demonstrate before the middle of their last semester both general and special historical knowledge in essays assigned and read by an evaluating committee of Faculty, and discussed in a colloquium of seniors and Faculty members.

Departmental Honors Program. The Department awards Honors to seniors who have achieved distinction in their course work and who have completed a thesis of Honors quality. Students who are candidates for departmental honors will normally take two courses, History 77 and History 78, in addition to the courses required of all majors. With the approval of the thesis advisor, a student may take either History 77 or History 78 as a double course. In special cases, and with the approval of the entire Department, a student may be permitted to devote more than three courses to his or her thesis.

Course Levels in the Department of History. *Introductory level* courses assume little or no previous college or university level experience in studying history either in general or in the specific regions covered by the courses. They are appropriate both for students new to the Department's offerings and for those who wish to broaden their historical knowledge by studying a region, topic, or period that they have not previously explored. *Intermediate level* courses usually focus on a narrower region, topic, or historical period. Although most intermediate level courses have no prerequisites (see the individual course listings), they assume a more defined interest on the part of the student, and are appropriate for those who wish to enhance their understanding of the specific topic as

well as their analytical and writing skills. Seminars usually require the student to complete an independent research paper. They are appropriate both for history majors as a way of fully comprehending and practicing the craft of the historian, as well as for non-history majors who wish to pursue a topic in depth.

Key for concentration and breadth requirements for the major: US (United States); EU (Europe); AS (Asia); AF (Africa and the diaspora); LA (Latin America and the Caribbean); ME (Middle East); ^P (pre-1800); ^C (comparative).

INTRODUCTORY COURSES

01. From the Roman Mediterranean to Old Europe. (EU^P) "Old Europe" is the term by which historians label the political, social, and cultural work that came into existence on the European continent during the long 12th century and that endured until the late 18th century in the west and the 19th in the east. What happened before, during that half millennium usually talked about as the "fall of the Roman Empire"? To answer this question the course will explore themes ranging from demographic trends and ecological history to Christianization and the transformation of elites. What then stimulated the growth of social and political practices and institutions, some of which survived the revolutions around 1800 to be with us still—the medieval Church, the monarchies with their attendant train of laws, courts, taxes, armies, the independent cities, aristocracies, merchants, and peasants, but also "heretics," "witches," and other persecuted groups? These will be the themes of the second half of the course. Lectures and discussion. Three class meetings per week.

Second semester. Professor Cheyette.

03. Europe in the Twentieth Century. (EU) This course offers a broad survey of European history in the twentieth century. It will cover events such as World War I; the Bolshevik Revolution and the ensuing Soviet experiment; the Spanish Civil War; Nazism, World War II, and the Holocaust; the Cold War in Europe; the collapse of communism; and the Balkan Wars in the 1990s. In addition, the course will focus on the broad themes of twentieth-century European history: the confrontation between liberalism, fascism, and communism; the role of nationalism; the development of the welfare state; the decline of Europe's role in the world; the movement for European unity; and changing notions of race, class, and gender during the course of the century. Course materials will focus on primary documents, including films, memoirs, novels, political manifestos, and government and other official documents.

Omitted 2003-04. Professor Epstein.

04. Exploring Europe in the Modern Age. (EU^P) An introduction to the study of Europe's past since the mid-fifteenth century. The course is organized in the form of a virtual Grand Tour of historic sites around the continent. Moving chronologically, it starts at the walls of Constantinople/Istanbul (breached by the Ottoman Turks in 1453) and ends at the remnant of the Berlin Wall (destroyed since 1989). Lectures and discussion of written and visual documents focus on three major themes: the State, toleration (and intolerance) of minorities, and imperialism/globalization. Assigned materials include a textbook for background reading. Two class meetings per week.

Omitted 2003-04. Professor Bezucha.

05. Russia: A History of Russia Until Approximately 1800. (EU^P) An examination of the roots of Russian culture in the Kievan and Muscovite periods; the development of social and political institutions in the Imperial period,

including serfdom and bureaucratic absolutism. The course will consider new thinking about early Russia in light of the recent disappearance of the imperial structure of the Soviet state. Three class meetings per week.

Omitted 2003-04. Professor Czap.

06. Russia: A History of Late Imperial and Soviet Russia. (EU) As Russia struggles today to redefine itself as a democratic, non-imperialist multi-ethnic state and nation with a market-oriented economy, the country's experience at the turn of the century and the early years of the Soviet era have taken on urgent relevance for Russian scholars, politicians and economists. The course will examine Russia's economic take-off and superindustrialization; collapse of the autocracy and moves toward constitutional monarchy and "Soviet democracy"; land reform and forced collectivization; Russification and Soviet multi-nationalism; ideologies of reform and revolution. We will also consider new interpretations of the 1917 Revolution that have emerged since the collapse of the Soviet Union. Three class meetings per week.

First semester. Professor Czap.

08. Colonial North America. (US^P) A survey of early American history from the late 1500s to the mid-1700s. The course begins by looking at Native American peoples and their initial contacts with European explorers and settlers. It examines comparatively the establishment of selected colonies and their settlement by diverse European peoples and enslaved Africans. The last half of the course focuses on the social, economic, political, and cultural conditions influencing the rise of the British colonies. Three class meetings per week.

Omitted 2003-04. Professor Sweeney.

09. Nineteenth-Century America. (US) A survey of American history from the early national period to the turn of the century, with an emphasis on social history. The course will trace the growth of slavery, Civil War and Reconstruction, the rise of postwar large-scale industry, and big cities. Topics will include changing ethnic, racial, gender, and class relations, the struggles between labor and capital, and the emergence of middle-class culture. The format will include lectures and weekly discussions; readings will be drawn from both original and secondary sources. Two class meetings per week.

First semester. Professor Saxton.

10. Twentieth-Century America. (US) The course traces United States political, social, and cultural history from 1900 to the present. Among the topics covered are the rise of the modern corporation, class conflict and the Progressive movement; immigration, ethnic pluralism, and the rise of mass culture; the Great Depression and the New Deal; World War II, the Cold War, and McCarthyism; the civil rights and women's movements, the New Left, the New Right, and the continuing inequalities of race and class. Films and videos will regularly supplement class readings. Three class meetings per week.

Second semester. Professor Couvares.

11. Pre-Columbian Civilizations of Latin America and the Caribbean. (LA^P) Geographically the course will focus on Mesoamerica, the Caribbean and South America, where the initial effects of Spanish contact were most intense. The societies to be studied will include those of the Arawaks and the Caribs as well as the ancient civilizations of the Aztecs, the Mayas and the Incas. We will examine closely the nature and structure of these civilizations (some of which were empires), the mentality of the people, how they designed their way of life and how their cultural predispositions affected their interactions

with the Europeans. The course will rely heavily on primary source material, including Spanish Chronicles, but particular attention will be given to native accounts. How did they view the processes of discovery, contact and the eventual destruction of their societies and how did they finally respond? Their voices will serve as counterpoints to the more familiar European accounts: "The New World Civilization that they [the Chroniclers] were describing was alien to them, however actively it may have aroused their curiosity, and however successful they may have been in entering into the spirit of it by an act of historical imagination"—Arnold J. Toynbee. Although the course will be taught by an historian, guest speakers representing other disciplines, including Mesoamerican and Andean art specialists, will participate, making the course a true multi-disciplinary effort. Two class meetings per week.

Limited to 30 students. Second semester. Professor Campbell.

12. Peoples and Cultures of the Caribbean. (LA or AF) An introduction to the Caribbean and the indigenous peoples as seen through the eyes of Columbus and Spanish and French clerics later, alerting students to the problems of ethnohistory. It will proceed to trace the evolution of the region into one of racial and ethnic diversity, encompassing Europeans, Africans, Amer-Indians, Black Caribs, Asians and others. The emphasis of the course is on social history and popular culture, dealing with such topics as folklore, movements such as Garveyism, *Rastafarianism* and nationalism; religious "cults" like *vaudum*, *Santeria*, *pocomania*, the *Shango* and the music like *Reggae* and *Calypso* connected with some of these groups. Lectures and discussions of written and visual material. Two class meetings per week.

Limited to 25 students. Omitted 2003-04. Professor Campbell.

13. Colonial Latin America, 1492-1820. (LA^P) The course will cover the clash between indigenous and European societies as played out through the conquest. It will then address the issues of how Spain (as well as Portugal) created one of history's most enduring colonial systems, and why this system eventually collapsed. We will also consider the lingering effects of Latin America's colonial past. Coverage includes core regions (Mexico, Brazil, Peru, Caribbean) as well as "fringes" (Colombia, Rio Plata Region, Venezuela, and the present-day U.S. Southwest). Themes include: formation of economic and political systems, religious conversion, slavery, race, gender, political reform, and popular mobilization. Secondary readings and discussions supplemented by original documents, fiction, visual materials, and lectures. Two class meetings per week.

First semester. Professor López.

14. Modern Latin America, 1820 to the Present. (LA) A survey of the social, political, cultural, and economic history of Latin America from Independence (at the start of the nineteenth century) to the present. The approach is thematic and chronological. As a consequence, some countries and regions (Mexico, Brazil, Chile, Argentina, and Central America) will receive more attention than others (Paraguay, Uruguay, Ecuador, and Venezuela). Major themes include the emergence and consolidation of nation-states; changing ideas of race and gender; development of capitalist economies; the complex role of the U.S. in the region; radicalization among workers, peasants, students, and priests; and the production of historical knowledge. Discussions and secondary readings will be supplemented by original documents, fiction, movies, lectures, and visual materials. Three class meetings per week.

Second semester. Professor López.

15. Chinese Civilization. (AS^P) (Also Asian 24.) A survey of Chinese history from ancient times to the eighteenth century. We will focus on texts and artifacts to explore the classical roots and historical development of Chinese statecraft, philosophy, religion, art, and literature. Using these media for evidence, we will trace the histories of inter-state relations, imperial institutions, global commerce, and family-based society through the ancient Han empire, the great age of Buddhism, the medieval period of global trade, and the Confucian bureaucratic empires that followed the Mongol world conquest. We will also compare these histories to those of European and other civilizations, considering Chinese and non-Chinese views of the past. Readings include the *Analects of Confucius* and other Confucian and Daoist texts, Buddhist tales and early modern fiction, selections from the classic *Records of the Grand Historian (Shiji)*, and Jonathan Spence's *Emperor of China: Self-portrait of Kangxi*. Two class meetings per week.

First semester. Professor Dennerline.

16. Modern China. (AS) (Also Asian 46.) A survey of Chinese history from the Manchu conquest of 1644 to the present. Beginning with the successes and failures of the imperial state as it faced global economic development, expanding European empires, and internal social change, we will study the Opium War, massive nineteenth-century religious rebellions, Republican revolution and state-building, the "New Culture" movement, Communist revolution, the anti-Japanese war, Mao's Cultural Revolution, and the problems of post-Mao reform, all with comparative reference to current events. Readings, which include a wide variety of documents such as religious and revolutionary tracts, eye-witness accounts, memoirs, and letters, are supplemented by interpretive essays and videos. Two class meetings per week.

Second semester. Professor Dennerline.

17. Japanese History to 1600. (AS^P) (Also Asian 25.) An introduction to the distinctive ideas, society, polity, and culture of early Japan. Through lectures, readings and discussion, the course will explore critical problems of Japan's early history: Shinto mythology and the origins of Japanese civilization; the influence of T'ang China and Buddhism on the formation of the early imperial state in the seventh and eighth centuries; the Heian courtly tradition as reflected in the tenth-century literary works of women; the rise of a new warrior class (samurai) and their culture of Zen, tea, and the sword; civil war and unification in the sixteenth and seventeenth centuries; and the first encounter with the West. Two class meetings per week.

First semester. Professor Brandt.

18. Modern Japan. (AS) (Also Asian 47.) Between 1850 and 1970 Japan underwent rapid and profound change. The peaceful isolation of the Tokugawa state gave way to world-power status, wars, and finally foreign occupation. Export-driven industrialization replaced a largely self-sufficient agrarian economy. A highly stratified society of peasants and their samurai rulers became a democracy that idealized the urban white-collar middle class. How did this happen, and why? This course draws upon primary documents, literature, and film to investigate the process by which Japan became modern. We will ask what was lost as well as gained by this process for different groups within Japan, and also for Japan's nearest Asian neighbors. Two class meetings per week.

Omitted 2003-04. Professor Brandt.

19. Middle Eastern History: 600-1800. (ME) (Also Asian 26.) This course surveys the history of the Middle East from the outset of the Islamic period to the

beginning of the modern period. It is divided into the following segments: the formative period of Islam, the classical caliphates, the medieval courts, the Mongols, and the great empires of the Ottomans and the Safavids. The course is organized chronologically and follows the making and breaking of empires and political centers; however, the focus of the course is on the intellectual, social, cultural and religious developments in these periods. Two class meetings per week.

First semester. Professor Ringer.

20. The Modern Middle East: 1800-Present. (ME) (Also Asian 48.) This course surveys the history of the Middle East from 1800 to the present. The focus is on the political, social and intellectual trends involved in the process of modernization and reform in the Middle East. General topics include the Ottoman Empire and its decline, the impact of European imperialism and colonialism, programs of modernization and reform, the construction of nationalism and national identities, Islamism, development and contemporary approaches to modernity. Two class meetings per week.

Second semester. Professor Ringer.

22. Colonial and Post-Colonial Africa. (AF) This is a history of Africa from the late nineteenth century to the present day. In the first half of the course, we will study the imperial scramble to colonize Africa, the integration of African societies into the world economy, the social and ecological impact of imperial policies, and the nationalist struggles that resulted in the independent African states. We will also examine the divisiveness of ethnicity in post-colonial states. In the final half of the course, we will investigate three cases: Congo-Zaire and the state as a source of chaos; *mau mau* in Kenya and the internecine nature of the revolt; and gender politics among Africans in *apartheid*-era South Africa. Three class meetings per week.

Second semester. Professor Redding.

INTERMEDIATE-LEVEL COURSES

26. European Society in the Eleventh and Twelfth Centuries. (EU^P) Through primary documents from the period c. 1050 to c. 1250—chronicles, papal and royal letters, memoirs, lyric and epic poetry, law books and court cases, administrative documents—this course will explore various aspects of the great revolutionary transformation that historians are beginning to call “the long twelfth century.” Topics will include serfdom and knighthood, economic development and urban revolts, the creation of the medieval church and secular monarchies, “heresy” and dissent, women and power. Two class meetings per week.

Omitted 2003-04. Professor Cheyette.

27. Art, Culture and Society in the Italian Renaissance. (EU^P) (Also Fine Arts 52.) Through an analysis of selected works by Michelangelo, Cellini, Ghiberti, Machiavelli, and other artists, writers, and composers, and reading and discussing contemporary autobiographies, letters, diaries, government records, etc., the course will consider the expressive techniques of creative artists in the fourteenth, fifteenth, and sixteenth centuries, and the relationship of artists to patrons and the larger role of clientage and patronage in the society of Renaissance Italy. Special emphasis will be placed on Florence.

Omitted 2003-04. Professors Cheyette and Courtright.

28. Topics on the Caribbean: Haiti and the French Caribbean. (LA or AF) This course focuses on political culture, attitudes toward statehood, and political

leadership from the Haitian revolution of 1791-1804 to the present. From Toussaint Louverture, who led the revolution without contemplating a break with France, through Aimé Césaire, a proponent of alignment of Martinique, Guadeloupe, and French Guiana with France in 1946, to the Maastricht Treaty of 1992, which brought the territories into the European Union, the leaders of the French Caribbean have distinguished themselves from those of the Anglophone zone. In contrast to the world-wide trend toward decolonization and political independence, these territories chose status as "overseas departments" (*départements d'outremer*, DOM). We will examine the theory and practice of French assimilation policy and its critics, who termed it "cultural genocide." We will also explore the economic, political, and social impact of the American occupation of Haiti (1915-1934), the French occupation of Martinique (1939-1945), and the relentless angst over identity they further engendered, leading to the Indigenous Movement and theoretical constructs such as *Negritude*, *Antillanité*, and *Créolite*. Haiti will receive separate treatment as an independent country, and its relationship with the DOM territories will be discussed. Readings will include historical narratives, novels, and selections from the writing of Jean Price-Mars, Jacques Roumain, Frantz Fanon, Aimé Césaire, Leon-Gontran Damas, Edouard Glissant, and others. All readings will be in English. Two class meetings per week.

First semester. Professor Campbell.

29. The Reformation Era, 1500-1660. (EU^P) The course begins with writings by the great reformers (Erasmus, Luther, Calvin, and Loyola), using them as a basis for examining the relationship between religious ideas, individual temperament, and social, political, and cultural change. It then takes up the connection between Protestantism and the printing press, the role of doctrinal conflict in the evolution of urban institutions, the rise of antisemitism, the significance of the Reformation for urban women, the social impact of the Counter-reformation, and the role of religious millenarianism in the German Peasants' Revolt of 1525, the English Revolution of 1640, and the Thirty Years' War. Readings include several classic interpretations of the Reformation as well as recent works in social history, urban history, women's history, and the history of popular culture. Two class meetings per week.

Omitted 2003-04. Professor Hunt.

30. The European Enlightenment. (EU^P) This course begins with the political, social, cultural and economic upheavals of late seventeenth-century England, France, and the Netherlands. The second part of the course will look at the Enlightenment as a distinctive philosophical movement, evaluating its relationship to science, to classical antiquity, to organized religion, to new conceptions of justice, and to the changing character of European politics. The final part will look at the Enlightenment as a broad-based cultural movement. Among the topics discussed here will be the role played by Enlightened ideas in the French Revolution, women and non-elites in the Enlightenment, the rise of scientific racism, pornography and libertinism, and the impact of press censorship. Readings for the course will include works by Descartes, Locke, Montesquieu, Voltaire, Rousseau, Diderot, Hume, Adam Smith, Choderlos de Laclos, Kant and Madame Roland. Two class meetings per week.

Second semester. Professor Hunt.

31. East-Central Europe in the Twentieth Century. (EU) This survey class of twentieth-century East-Central Europe will explore the "other" Europe—the Europe situated between Germany and the former Soviet Union. Throughout the

semester, we will explore the region's most profound transformation: from a complex ethnic patchwork before World War I, East-Central Europe developed into relatively homogenous nation-states. As we shall see, this was the result of many forms of "ethnic cleansing." We will trace the region's turbulent history through the emergence of independent states, the troubled interwar years, the Nazi occupation during World War II, the communist system imposed after 1945, the revolutions of 1989, and the Balkan Wars and the transition to democracy and capitalism in the 1990s. We will read some standard histories of the area, but we will focus mostly on primary sources, including memoirs, diaries, novels, films, dissident writings, and government documents. Although we will cover all of East-Central Europe, class readings will primarily address Poland, the former Czechoslovakia, and the former Yugoslavia. Students who wish to pursue the history of Hungary, Romania, Bulgaria, or Albania in a more in-depth manner will be given the opportunity to do so. Two class meetings per week.

Omitted 2003-04. Professor Epstein.

32. The Era of the French Revolution. (EU^P) The history of France during the thirty turbulent years separating the start of the ill-fated reign of Louis XVI in 1774 and the imperial coronation of Napoleon Bonaparte in 1804. Two class meetings per week.

First semester. Professor Bezucha.

33. Modern Germany. (EU) This course will explore the history of Germany since 1871. It will examine unification, as well as militarism and colonialism in Imperial Germany; Germany in World War I; the politics of culture in Weimar Germany; Nazi Germany, including Nazi racial ideology, World War II, and the Holocaust; communist East Germany and the revolution of 1989; and the evolution of democracy in West and now united Germany. The course will consider major questions of modern German history: Did Germany pursue a peculiar path of development in the nineteenth century? Was the Nazi rise to power inevitable? How did the Nazi past shape East and West Germany? How did Germany become a stable democracy after 1945? Finally, the course will explore recurring themes in German history such as authoritarianism and dictatorship, and continuities and ruptures in political, social, and cultural history. Texts will include films, slides, fiction, memoirs, diaries, government documents, and classic and recent secondary accounts. Two class meetings per week.

Omitted 2003-04. Professor Epstein.

34. Nazi Germany. (EU) This course will explore the history of Nazi Germany from 1933 to 1945. It will examine the emergence of Hitler and Nazism in Germany, Nazi ideology and aesthetics, Nazi racial policies, daily life in the Third Reich, women under Nazism, resistance to the Nazis, Nazi foreign policy and World War II, the Holocaust, and the Nuremberg War Crimes Trial. Class participants will also discuss themes that range beyond the Nazi case: How do dictatorships function? What constitutes resistance? How and why do regimes engage in mass murder? Texts will include films, diaries, memoirs, government and other official documents, and classic and recent scholarly accounts of the era. Two class meetings per week.

Omitted 2003-04. Professor Epstein.

37. The Material Culture of American Homes. (US) Using architecture, artifacts, visual evidence, and documentary sources, the course will examine the social and cultural forces affecting the design and use of domestic architecture, home furnishings, and domestic technology in the eastern United States from 1600 to 1960. The course will provide an introduction to the study of material culture and

a survey of American architecture and decorative arts. Field trips to Historic Deerfield, Old Sturbridge Village, Hartford, Conn., and sites in Amherst will form an integral part of the course. Two class meetings per week.

Omitted 2003-04. Professor Sweeney.

38. The Era of the American Revolution. (US^P) Surveying the period from 1760 to 1815, this course examines the origins, the development and the more immediate consequences of the American Revolution. The course looks at the founding of the American republic as an intellectual debate, a social movement, a military conflict, an economic event and a political revolution. Three class meetings per week.

Omitted 2003-04. Professor Sweeney.

39. Native American Histories. (US) This course examines selectively the histories and contemporary cultures of particular groups of American Indians. It will focus on Algonquian- and Iroquoian-speaking native peoples of the east in the period from 1600 to 1800; Indians of the northern plains during the 1800s and 1900s; and the Pueblo and Navajo peoples from the time before their contacts with Europeans until the present day. Through a combination of readings, discussions, and lectures, the course will explore the insights into Native American cultures that can be gained from documents, oral traditions, artifacts, films and other sources. Two class meetings per week.

Omitted 2003-04. Professor Sweeney.

40. Women of Color: Witnesses to American History. (US) (Also Women's and Gender Studies 40.) See Women's and Gender Studies 40.

Second semester. Professor Saxton.

41. African-American History from the Slave Trade to Reconstruction. (US; or may be included in AF concentration, but not AF for distribution in the major) (Also Black Studies 57.) See Black Studies 57.

Combined enrollment limited to 50 students. First semester. Professor Bonner.

42. African-American History from Reconstruction to the Present. (US; or may be included in AF concentration, but not AF for distribution in the major) (Also Black Studies 58.) See Black Studies 58.

Combined enrollment limited to 50 students. Second semester. Professor Bonner.

43. The Civil War and Reconstruction Era. (US) (Also Black Studies 59.) This course explores the causes, course, and consequences of the American Civil War, encompassing the period from the 1830s to 1877. Antebellum nationalism, sectionalism, expansionism, slavery, reform, and political culture will be examined as the backdrop for the secession crisis and the war. Major stress will also be placed on political and military leadership, the social and individual experience of total war, emancipation and the role of blacks in the struggle for their own freedom, and the international implications of the Civil War. Reconstruction is examined through several major themes: race, equality, constitutionalism, violence, political parties, the nature of social revolution and change, and debates over the meaning and memory of the Civil War. Readings include historical narratives and monographs, primary documents, and fiction. Two class meetings per week.

Combined enrollment limited to 50 students. First semester. Professor Bonner.

44. The Old South, 1607-1876. (US^P) This course will examine southern culture, politics and economic life from its origins up to the Civil War. Primary and secondary readings will cover issues including the roots of slavery and the

development of a distinctive Afro-American culture, the rise of a planter aristocracy based on staple crop cultivation, and the evolution of a westward expanding backcountry. The course will focus on the growth and expression of southern ideas of freedom as they played out in the Revolution, Indian removal, and the sectional crisis. Two class meetings per week.

Omitted 2003-04. Professor Saxton.

45. Women's History, America: 1607-1865. (US^P) (Also Women's and Gender Studies 63.) This course looks at the experiences of Native American, European and African women from the colonial period through the Civil War. The course will explore economic change over time and its impact on women, family structure and work. It will also consider varieties of Christianity, the First and Second Awakenings and their consequences for various groups of women. Through secondary and primary sources and discussions students will look at changing educational and cultural opportunities for some women, the forces creating antebellum reform movements, especially abolitionism and feminism, and women's participation in the Civil War. Two class meetings per week.

First semester. Professor Saxton.

46. Women's History, America: 1865 to Present. (US) (Also Women's and Gender Studies 64.) This course begins with an examination of the experience of women from different racial, ethnic and economic backgrounds during Reconstruction. It will look at changes in family life as a result of increasing industrialization and the westward movement of settler families, and will also look at the settlers' impact on Native American women and families. Topics will include the work and familial experiences of immigrant women (including Irish, Polish, and Italian), women's reform movements (particularly suffrage, temperance and anti-lynching), the expansion of educational opportunities, and the origins and programs of the Progressives. The course will examine the agitation for suffrage and the subsequent split among feminists, women's experience in the labor force, and participation in the world wars. Finally, we will look at the origins of the Second Wave and its struggles to transcend its white middle-class origins. Two class meetings per week.

Omitted 2003-04. Professor Saxton.

47. Women and Politics in Twentieth-Century America. (US) (Also Women's and Gender Studies 67.) This course will look at a number of political battles women have fought over the last one hundred years, beginning with suffrage, and including protective legislation and benefits for mothers and children. It will look at women's experiences in the Civil Rights and anti-war movements and the development of Second Wave Feminism as well as the many feminisms that emerged in its wake. Students will study the backgrounds of, and engage in debate about, a number of current battles including those over reproductive rights, pornography, and sexual harassment. We will make an effort to relate these controversies to earlier themes in twentieth-century women's politics. Two class meetings per week.

Limited to 25 students. Omitted 2003-04. Professor Saxton.

48. Church, Family and Culture in Nineteenth-Century America. (US) (Also Women's and Gender Studies 66.) This course will look at antebellum experience through the lenses of religion, family, and literary, artistic and regional culture. Using a mix of primary and secondary sources, students will trace the changing moral values guiding education as well as the varieties of Christianity that gave shape to different forms of activism. It will also track changing family ideologies, the responsibilities of parents and constructions of childhood and adolescence.

The course will include texts reflecting the experiences of family members, reformers, slaves, free blacks, evangelical Christians and Native Americans. It will look at artistic and literary representations of sectional themes and events like Indian Removal, westward expansion, The Fugitive Slave Law and the Dred Scott decision. Two class meetings per week.

Second semester. Professor Saxton.

49. American Diplomatic History I. (US) This course will survey the history of American foreign relations from the American Revolution through the First World War.

Omitted 2003-04. Professor Levin.

50. American Diplomatic History II. (US) This course will survey the history of American foreign relations from the First World War to the Korean War.

Second semester. Professor Levin.

51. American Diplomatic History III. (US) This course will survey the history of American foreign relations from the Korean War to the end of the Cold War.

Omitted 2003-04. Professor Levin.

52. U.S. Latino/a History. (LA) An introduction to the history of U.S. Latinos/as in the nineteenth and twentieth centuries. Central themes include ethnic and national identity, community formation, cultural imperialism, migration, gender, art, and political mobilization. Most U.S. Latino groups will be addressed, but the concentration will be on Chicanos and Puerto Ricans, with a secondary emphasis on Dominicans and Cubans. The first half covers the nineteenth century through WWII to consider how U.S. imperialism in the Caribbean, Central America, and the present-day U.S. Southwest related to social, political, and economic changes within emerging Latino societies. The second half of the course traces the rise of radical politics after WWII; the emergence of the Chicano and Puerto Rican Movements; and the more recent turn toward a Pan-Latino or Hispanic identity. Discussions and secondary readings supplemented by original documents, fiction, film, lectures, and visual materials. Two class meetings per week.

Omitted 2003-04. Professor López.

55. Caribbean History. (LA or AF) This course will see the Caribbean as an area of European expansionism, identifying systems such as the *encomienda*, the *Repartimiento* and the institutional complex of the plantation slave economy, its eventual abolition and the transition of the society from slavery through colonialism to independence. It will deal with post-emancipation labor dynamics, metropolitan control, race, color, class and caste in the society, the growth of trade unions and their interrelationships with political parties, the movement toward Federation, its failure, and the independence trend making for fragmentation. Attention will be paid to the new linkages being forged in the area. The approach at times will be island specific (French, Spanish, English, Danish, Dutch), or thematic. Two class meetings per week.

Second semester. Professor Campbell.

57. China in the World, 1895-1919 (AS) (Also Asian 49.) In 1895 the emergent Japanese empire imposed a humiliating defeat on the declining Qing empire in China, began the colonization of Korea and Taiwan, and set in motion the reformist and revolutionary trends that would shape the political culture of the Chinese nation in later times. In 1919, concessions by the Chinese warlord regime in Beijing to Japan at Versailles sparked the student movement that would further radicalize the political culture and ultimately divide the nation politically between Nationalist and Communist regimes. This course focuses on

the intellectual, cultural, political, and economic issues of the era in between, when, despite the weakness of the state, the creative visions and efforts of all informed people were in line with those of progressives throughout the world. We will explore these visions and efforts, with special reference to national identities, civil society, and global integration, and we will consider their fate in wartime, Cold War, and post-Cold War Asia. Two class meetings per week.

First semester. Professor Deinnerline.

61. The History of Israel. (ME) This course will survey the history of Israel from the origins of Zionism in the late nineteenth century to the present. Two class meetings per week.

First semester. Professor Levin.

62. Women in the Middle East. (ME) (Also Asian 63 and Women's and Gender Studies 62.) This course examines the major developments, themes and issues in women's history in the Middle East from the advent of Islam to the present. By tracing women's legal status, sexual morality, family and social life, and economic and political participation, the course will shed light on the process of women's roles in society and challenge the notion that gender divisions and roles have been static over time. The course will provide a familiarity with the major primary texts concerning the study of women in the Middle East, as well as with the debates concerning the interpretation and meaning of texts, law, religion, and history in the shaping of women's status in the Middle East today. Two class meetings per week.

First semester. Professor Ringer.

63. State and Society in Africa Before the European Conquest. (AF^P) Africa has been called by one historian the social laboratory of the human species: that continent has been the birthplace of the oldest and most various civilizations on the earth. Art, trade, small-scale manufacturing, medical knowledge, religion, history and legend all flourished before the formal political take-over of the continent by Europeans in the nineteenth century and continue to have a decisive impact on African societies today. It is the variety of social organization in Africa in the period before 1885 that this course will examine. We will discuss the establishment of the Coptic kingdom in Ethiopia, the development of state systems in black Islamic societies and in Southern Africa, and the workings of so-called stateless societies in West Africa and the Congo (Zaire) River basin. The readings will be primarily from studies written using oral traditions and histories, and there will be some discussion of the problems of studying African societies of the past which kept no written records. Two class meetings per week.

First semester. Professor Redding.

64. Introduction to South African History. (AF) This course will explore major themes in the history of a troubled country. The recent elections that dislodged the ruling racial and ethnic oligarchy of South Africa make this country unique in the post-colonial world. The course will begin by examining anthropological evidence regarding indigenous cultures, and move on to study the initiation and expansion of white settlement and the African resistance that whites encountered; the effects of gold mining; the development of racially based conflict; and African nationalism and responses to apartheid. The course will end with discussions both of recent events in South Africa and of the theoretical foundations for historical writing on South Africa. Roughly half the course will be spent on the pre-industrial period (until 1869), and half on the period after the major mineral discoveries. Two class meetings per week.

Second semester. Professor Redding.

66. Disease and Doctors: An Introduction to the History of Western Medicine. (C) Disease has always been a part of human experience; doctoring is among our oldest professions. This course surveys the history of Western medicine from antiquity to the modern era. It does so by focusing on the relationship between medical theory and medical practice, giving special attention to Hippocratic medical learning and the methods by which Hippocratic practitioners built a clientele, medieval uses of ancient medical theories in the definition and treatment of disease, the genesis of novel chemical, anatomical, and physiological conceptions of disease in the early modern era, and the transformations of medical practice associated with the influence of clinical and experimental medicine in the nineteenth century. The course concludes by examining some contemporary medical dilemmas in the light of their historical antecedents. Two class meetings per week.

Second semester. Professor Servos.

67. Turning Points in the History of Science. (EU^P) An introduction to some major issues in the history of science from antiquity to the twentieth century. Topics will include the genesis and decay of a scientific tradition in Greco-Roman antiquity, the reconstitution of that tradition in medieval Europe, the revolution in scientific methods of the seventeenth century, and the emergence of science as a source of power, profit, and cultural authority during the past century. Two class meetings per week.

Omitted 2003-04. Professor Servos.

68. Science and Society in Modern America. (US) A survey of the social, political, and institutional development of science in America from the Civil War to the present. Emphasis will be on explaining how the United States moved from the periphery to the center of international scientific life. Topics will include the professionalization of science; roles of scientists in industry, education, and government; ideologies of basic research; and the response of American scientists to the two world wars, the Depression, and the Cold War. Two class meetings per week.

Second semester. Professor Servos.

69. Public History in the United States. (US) This course examines the many ways Americans encounter their pasts—in textbooks, films, monuments, museums, historic sites, and public policy. The versions of history presented in these public forums challenge and augment the interpretations of professional historians, and raise questions about who *owns* and *interprets* the past. Readings will include works on the overall problem of history's relationship to "memory" and "heritage," as well as several case studies that look closely at the politics of public history. Examples might include the ongoing assertions of Confederate heritage, Native American claims to historical places and objects, the National Park Service's interpretation of battlefields and parks, the Smithsonian's exhibition on the use of the atomic bomb, debates over reparations for historical injustice, and commemorations of the Oklahoma City bombing. Requirements include several short papers and an individual project that explores how a particular historical event might be visualized and presented to a broad public audience. Two class meetings per week.

Limited to 25 students. Second semester. Professor Sandweiss.

SEMINARS (UPPER-LEVEL COURSES)

72. Seminar: Fascism and the Extreme Right in Twentieth-Century Europe. (EU) This course will explore the deep and enduring appeal of fascism and

far rightist politics in twentieth-century Europe. Beginning with the nationalist revival and cultural crisis of the late nineteenth century and the cataclysm of World War I, we will trace the rise of the extreme right to political prominence in Europe in the 1920s and 1930s. While retaining a Europe-wide perspective throughout, we will analyze in particular detail the fascist seizures of power in Italy and Germany, and examine their efforts of political, social, economic and cultural mobilization. Issues covered will include fascist political communication and governance, terror and everyday life, labor and youth policy, racism and racial elimination, and gender and reproductive politics, among others. In the final section of the course, we will contemplate the legacy of fascism, focusing on the politics of memory and representation in post-war Germany, Italy and Europe more generally, and assessing the recent resurgence of fascist and quasi-fascist political tendencies in the 1980s and 1990s. One class meeting per week.

Not open to first-year students. Limited to 15 students. First semester. Professor Young.

73. Seminar on the American Defeat and Occupation of Japan. (AS or US) (Also Asian 50.) This seminar will examine the Pacific War, the surrender of Japan in 1945, and the Allied military occupation of Japan from 1945 to 1952. The theme of the course is the transformation of Japan from a military, colonial power to a democratic, pacifist nation relying on the U.S. for its national security. After a brief review of the Pacific War, the course will analyze American wartime planning for the occupation and development of a statement of the goals of the U.S. and its allies (Potsdam Declaration) for postwar Japan. We will then examine how the American military commander, General Douglas MacArthur, conducted trials of war criminals, constitutional revision, land reform, education reform, and the break-up of large corporations. We will also consider MacArthur's relations with Emperor Hirohito, conflicts with Washington, and the impact of the Korean War on occupation policy. Students will write a research paper on a subject agreed upon with the instructor. One class meeting per week.

Limited to 20 students. Second semester. Professor Moore.

74. Topics in the History of Sex, Gender and the Family. (C) (Also Women and Gender Studies 20.) The topic changes from year to year. In spring 2004 this seminar will focus on the history of homosexuality in the West. Topics will include male homosexuality in Classical Antiquity; the rise of homosexual subcultures in Renaissance and Early Modern Europe; homosexuality and the international sex reform and psychoanalytic movements; the roots of lesbian and gay activism in the U.S.; gender, race and class within contemporary lesbian and gay liberation movements; and the new evangelical Right's attack on homosexuality. Readings will include passages from Scripture, diaries and autobiographies, medical and religious treatises, and letters and political manifestoes, along with theoretical and historical writing by Sigmund Freud, Michel Foucault, Alan Bray, Carroll Smith-Rosenberg, John d'Emilio, Estelle Friedman, Gayle Rubin and others. One class meeting per week.

Limited to 20 students. Second semester. Professor Hunt.

75. Seminar on Modern European History. The topic changes each time the course is taught.

Not open to first-year students. Omitted 2003-04. Professor Bezucha.

76. Seminar on the Politics of Memory: Twentieth-Century Europe. (EU) This course will explore the role of historical memory in the politics of twentieth-century Europe. It will examine how evolving memories of major historical events have been articulated and exploited in the political cultures of England, France,

Germany, Eastern Europe, and the Soviet Union/Russia. Topics will include the politics of memory surrounding World Wars I and II, Vichy France, the Holocaust, Soviet Stalinism, and Eastern European communism. Seminar participants will also discuss general issues concerning collective memory: why societies remember and forget historical events, how collective memories resurface, the relationship between memory and authenticity, and the pitfalls of politicizing historical memory. Finally, seminar participants will analyze different sites of memory including film, ritual, monuments, legal proceedings, and state-sponsored cults. One class meeting per week.

Not open to first-year students. Admission with consent of the instructor. Limited to 20 students. Omitted 2003-04. Professor Epstein.

81. Seminar on the Social and Cultural History of New England. (US^P) This seminar provides an interdisciplinary examination of the creation and transformation of cultural patterns in New England. Drawing upon the resources of Historic Deerfield, Amherst College, Old Sturbridge Village, and other sites, the course will introduce students to the variety of artifacts, landscapes and documentary sources that can be used to explore the history of this region from 1500 to 1900. It will make use of the work of archaeologists, anthropologists, and cultural geographers as well as economic, intellectual, and social historians. Two class meetings per week.

Limited to 20 students. Omitted 2003-04. Professor Sweeney.

83. Seminar on Science and the American State, 1941-1991. (US) Americans lived with world war or the threat of world war almost continuously from Pearl Harbor to the collapse of the Soviet Union. The experience affected all American institutions, not least of all those of science. Defense agencies built vast laboratories and became major patrons of research on university campuses. Business firms shifted R&D strategies to accommodate the agenda of the Pentagon. National defense became a reason to teach math and science in schools, to fund fellowships, to build particle accelerators and computers, and to go to the moon. It also became a reason to keep secrets. The seminar will study how the state mobilized science for national defense in this era and consider some of the consequences for science, technology, and the American economy. One class meeting per week.

Not open to first-year students. Admission with consent of the instructor. Limited to 20 students. Omitted 2003-04. Professor Servos.

84. Seminar in U.S. Cultural History. (US) The topic changes from year to year. The topic for 2003-04 is "Culture Wars." The seminar will explore cultural conflicts in America from the early nineteenth century to the present. Topics may include conflicts over alcohol and drug use, over freedom of the press, over immigration, over the teaching of evolution, over prostitution, and over "decency" in movies and other forms of entertainment. Special attention will be paid to the class and ethnic roots of such conflicts. Students will be expected to write a research paper on a subject of their choice. One class meeting per week.

Admission with consent of the instructor. Preference given to History majors. Limited to 20 students. First semester. Professor Couvares.

85. Seminar in Western American History. (US) This seminar will focus on how novels and visual images can function as primary source materials to understand some of the central issues of western American history. We will examine a broad range of pictorial materials—including maps, prints, paintings, photographs, and films—in order to understand how images have shaped

American perceptions of the western landscape and the diverse peoples of the West. We will also consider how novels—including Helen Hunt Jackson's *Ramona* and Owen Wister's *The Virginian*—have molded popular understanding of the region's past. Particular attention will be given to the ways in which literary and visual images have both expressed and influenced broader cultural ideas relating to exploration and settlement, relations between native and non-native peoples, and the legacy of the Spanish Southwest. Students will be expected to write a research paper on a topic of their choice. Two class meetings per week.

Limited to 15 students. Second semester. Professor Sandweiss.

86. Seminar on Trade and Plunder in Latin America and the Caribbean. (LA or AF) This course will deal with the Age of European mercantile expansionism in the region. Topics to be discussed will include the basis for Spain's hegemonic claim to it; the response of Spain's maritime enemies to this monopoly particularly through their *corsairs*, privateers, pirates and *buccaneers*, and the extent to which these groups undermined Spain's hegemony as they helped the British and French especially in their empire-building in the Caribbean, Central and South America. Readings will include primary source documents such as papal bulls, the *Requerimiento*, treaties like Tordesillas and Godolphin, chronicles, eyewitnesses' accounts and historical narratives. One class meeting per week.

Omitted 2003-04. Professor Campbell.

87. Seminar on Race and Nation in the U.S.-Mexican Borderland. (LA or US) The U.S.-Mexican borderland has been the site of intense struggle and even violence over race and nation. These tensions have a long history within the region, and they have had important consequences both for the region, and for the rest of Mexico and the U.S. Most studies tend to focus on either the U.S. Southwest or northern Mexico, but in this course we will attempt to unite the study of these two regions and their people. Within this land short on ecological resources, whites, Native Americans, and *mestizos* (mixed bloods) competed violently over politics, economics, and culture. We will discuss the similarities and differences between U.S. and Mexican understanding of the boundaries and significance of race, particularly concerning Native Americans, and how this related to politics and economics. We also consider the emergence of the European-American as the ideal U.S. type north of the border, and the *mestizo* as the ideal Mexican type south of the border, and how these developments impacted indigenous politics differently within the two countries. Central themes include race, gender, violence, state and nation formation, industrialization, colonialism and imperialist expansion, popular politics, and environmental change. In addition to secondary readings, the class incorporates original documents, music, and images. Two meetings per week.

Prerequisite: One course in either U.S. or Latin American history. Not open to first-year students. Limited to 15 students. First semester. Professor López.

88. Comparative Slave Systems. (C) This course is an introduction to the history of slavery from the ancient period to modern New World plantation slavery, focusing on major topics such as demographic patterns, political and economic organizations and philosophical, religious and moral attitudes to slavery in different societies throughout the centuries. It is intended to give a wide perspective of slavery, showing that slavery as a system of labor existed in practically all known societies but identifying certain significant differences found in the New World plantation systems. One class meeting per week.

First semester. Professor Campbell.

89. Seminar on the Changing Place of Indigenous People in Latin American Society. (LA) This course considers the changing significance of being Indian in Latin America, 1492 to the present. The historical study of changing ideas of Indianness in Latin America provides insights into how the unity and disunity of humanity has been understood and experienced in the Americas at different historical moments. The course will cover the first contact between Europeans and Amerindians, then follow through colonial expansion, the nineteenth-century wars for independence and struggles for statehood, and end with the indigenous movements at the end of the twentieth century. Through this period, and across Latin America, ideas about indigenous peoples have been inextricably linked with questions of religion, race, gender, nationality, and, more recently, human rights. The course focuses on broad themes and social and political processes and pays particular attention to the politics of memory. In addition to secondary readings, the class incorporates film, music, and art images. Two class meetings per week.

Limited to 15 students. Omitted 2003-04. Professor López.

90. Treaty-port Japan. (AS) (Also Asian 62.) This seminar considers the society and culture that emerged in the treaty-ports of late nineteenth-century Japan. The so-called "unequal treaties" signed between Japan and the Western powers in the 1850s designated several "open ports"—such as Yokohama, Nagasaki, and Kobe—for residence and trade by foreign nationals. In these cities, a shifting array of European, American, Chinese, and Japanese merchants, soldiers, prostitutes, missionaries, fugitives, diplomats, tourists, and adventurers interacted with each other, and with the larger Japanese society, to create distinctive social and cultural forms that flourished well beyond the legal dismantling of the treaty-port system in the early 1900s. The treaty-ports have left behind a rich archive in several languages, much of which has yet to be studied. We will begin to chart some of the possibilities for a history of treaty-port Japan by drawing upon recent scholarship on colonialism, travel, and frontiers and borderlands. Topics to be addressed include prostitution and public health, tourism and the Victorian lady traveler, colonial architecture and urban planning, colonial photography, and the study of the Ainu. A significant portion of the course will be devoted to exploring the archival resources of the Five College area and to developing individual research projects. One class meeting per week.

Not open to first-year students. Limited to 15 students. Second semester. Professor Brandt.

91. Histories of Consumption: Western Europe, the U.S., Japan. (C) (Also Asian 52.) Since the 1980s, the history of consumerism—or of department stores, kleptomania, world's fairs, fashion, and advertising, to name just a few of the topics that have attracted special attention—has become a burgeoning new field of study. This seminar takes a comparative approach to introduce and explore the central issues that have emerged in this new literature. While much of the groundbreaking work has focused on Western Europe and the United States in the nineteenth and early twentieth centuries, recent research on the history of modern Japanese consumer culture has begun to enlarge our understanding of what is, after all, a global phenomenon. We will consider some of the major theorists of consumption (such as Marx, Veblen, Bourdieu) as well as key problems in the historical study of consumerism West and East that these have helped to inform. In addition to the ongoing debates on class and gender formation, we will also address questions of national identity, leisure, and the exotic raised by the Japanese material in particular. One class meeting per week.

Not open to first-year students. Limited to 15 students. Omitted 2003-04. Professor Brandt.

92. Topics in African History: Riot and Rebellion in Colonial and Post-Colonial Africa. This seminar will examine the development of several outbreaks of violence in Africa in the colonial and post-colonial periods. We will look at the economic, social, religious, and political roots of these disturbances, and we will discuss the problems historians face in trying to narrate and analyze these often chaotic events. The events studied will include the Zulu revolt in South Africa in 1907-08; the Watchtower movement in Central Africa over the period 1915-35; the Pondoland revolt in South Africa, 1958-63; the Biafran war in Nigeria, 1969-71; the Lord's Resistance Army in Uganda; and the recent conflicts in Rwanda. One class meeting per week.

Limited to 20 students. Admission with consent of the instructor. First semester. Professor Redding.

93. Seminar on Modern Turkey—Modern Iran: From Authoritarian Modernization to Islamic Resistance. (ME) (Also Asian 64.) In the early twentieth century Turkey and Iran seemed to be on similar trajectories towards modernization. Turkey and Iran today, however, evidence very different societies, political systems, and relationships to religion and the West. This course will examine the programs of the authoritarian modernizers of the twentieth century in historical context and seek to illuminate the basis of their very different political, cultural and social legacies. Why does Turkey follow a secularism that is intolerant of sartorial freedoms and cultural and religious minorities? Why, in such a secular state, is Turkey experiencing a rise of Islamist movements? Conversely, why does Iran follow an Islamic government that is likewise intolerant of sartorial freedoms and religious minorities? Both claim to be democratic—how and why are these claims validated? What are the roots of their visions of the modern world and where are these societies headed? One class meeting per week.

Limited to 20 students. Second semester. Professor Ringer.

99. Proseminar in History: Writing the Past. This course offers an opportunity for history majors to reflect upon the practice of history. How do we claim to know anything about the past at all? How do historians construct the stories they tell about the past from the fragmentary remnants of former times? What is the connection of historians' work to public memory? How do we judge the truth and value of these stories and memories? The course explores questions such as these through readings and case studies drawn from a variety of places and times. Two class meetings a week.

Not open to first-year students. Required of all history majors. First semester: Professor Servos. Second semester: Professor Cheyette.

77, 77D, 78, 78D. Senior Departmental Honors. Culminating in one or more pieces of historical writing which may be submitted to the Department for a degree with Honors. Normally to be taken as a single course but, with permission of the Department, as a double course as well.

Open to juniors and seniors. First and second semesters. The Department.

97, 97H, 98, 98H. Special Topics. Independent Reading. Full or half course. First and second semesters.

RELATED COURSES

Post-Cold War American Diplomatic History. (US) See Colloquium 18. Second semester. Professors Levin and Machala.

Imagining the American Nation/Inventing the American Self. (US) See American Studies 11.

First semester. The Department.

The City: New York. (US) See American Studies 12.

Second semester. The Department.

Representations of Slavery in American Culture. (US or AF) See Black Studies 63.

Second semester. Professor Bonner.

Seminar in Black Studies. (AF) See Black Studies 68.

First semester. Professor Ferguson.

History of Rome: The Roman Empire, 31 BCE-235 CE. (EU^P) See Classics 33.

Omitted 2003-04. Professor Damon.

Economic History of the United States, 1600-1860. (US) See Economics 28.

Requisite: Economics 11. Omitted 2003-04. Professor Barbezat.

Economic History of the United States, 1865-1965. (US) See Economics 29.

Omitted 2003-04. Professor Barbezat.

The Age of Chivalry: Women, Knights, and Poets. (EU^P) See European Studies 23 (also Women's and Gender Studies 22).

Omitted 2003-04. Professors Cheyette and Chickering.

Public Art. (US or LA) See Kenan Colloquium 22.

Second semester. Professors Clark and López.

Law and Social Relations: Persons, Identities and Groups. (C) See Law, Jurisprudence and Social Thought 28.

Omitted 2003-04. Professor Umphrey.

Law and Historical Trauma. (C) See Law, Jurisprudence and Social Thought 48.

First semester. Professor Hussain.

Germans, Jews and the Music of Richard Wagner. (EU) See Music 17.

First semester. Professors Kallick and Bezucha.

History of Christianity—The Early Years. (EU^P) See Religion 45.

Omitted 2003-04. Professor Doran.

KENAN COLLOQUIUM

Every three years the President selects as William R. Kenan, Jr., Professor a faculty member distinguished for scholarship and teaching. The Kenan Professor devises a colloquium or seminar, usually interdisciplinary in nature, to be taught in conjunction with one or more junior faculty members.

20. Memory and Memorials. Constructing memorials for historical events, groups, or individuals entails transforming mental representations (memories) into concrete, physical objects. This course will explore how artists turn memories, their own and those of others, into memorials, and how—once realized—memorials shape memory. We will examine the construction and experience of memorials (sculptures, buildings, museum collections, and other forms) and will address a variety of questions, including the following: How do social factors influence memory? What happens when events are remembered by groups as

opposed to individuals? How is memory performed in cultural objects, spaces, and institutions? How do personal and cultural contexts shape the viewer's reactions to these spaces? Our attention will focus on the transformation of private and public memories and their experience in works of architecture and the visual arts primarily in the United States. One class meeting per week.

Limited to 15 students. Omitted 2003-04. Professors Clark and Schulkind.

22. Public Art. What is public art and what role does it play in public life and collective memory? This seminar will consider art that is commissioned, paid for and owned by the state (from the "hero on a horse" to "plop art"), as well as private works that the state agrees to allow in public space. We will focus on works of art made in the twentieth century in the United States and Latin America that may include Richard Serra's *Tilted Arc*, Maya Lin's *Vietnam Veterans Memorial*, proposals for memorials to 9/11, Diego Rivera's mural cycle for the Federal Ministry of Education and Judy Baca's "The Great Wall of Los Angeles." We will ask whether and how public art mediates between private and public life, when and how it defines national values, and why so many works have aroused controversy. One class meeting per week.

Limited to 15 students. Second semester. Professors Clark and López.

LATIN AMERICAN STUDIES

Amherst students interested in Latin American Studies have the following two options: (1) they can, in conjunction with an advisor and with the approval of the Committee on Academic Standing and Special Majors, design their own Latin American Studies major, taking advantage of the varied Five College offerings in the field; (2) they can participate in the Five College Latin American and Caribbean Studies Certificate Program. This is not a major program and is viewed as supplementary to work done by the major.

Information about the Certificate can be found on page 332. Students interested in a Latin American Studies major are advised of the following faculty at the College who are available for counselling in Latin American Studies: Professors Cobham-Sander of the English and Black Studies Departments, Professor Campbell of the History Department, and Professors Benítez-Rojo, Maraniss, and Stavans of the Spanish Department.

Individual courses related to the Latin American area which are offered at the College include: English 55 and 99; History 11, 12, 13, 14, 28, 52, 55, 86, and 89; Political Science 22, 31, 48, and 69; and Spanish 17, 29, 33, 36, 39, 41, 46, 48, 51, 52, 53, 55, 56, and 59.

LAW, JURISPRUDENCE AND SOCIAL THOUGHT

Professors Kearns and Sarat (Chair), Associate Professors Douglas‡ and Umphrey, Assistant Professor Hussain, Visiting Assistant Professor Delaney, Visiting Lecturer Berkowitz.

The Department of Law, Jurisprudence and Social Thought (LJST) places the study of law within the context of a liberal arts education. The Department

‡On leave second semester 2003-04.

offers courses that treat law as an historically evolving and culturally specific enterprise in which moral argument, distinctive interpretive practices, and force are brought to bear on the organization of social life. These courses use legal materials to explore conventions of reading, argument and proof, problems of justice and injustice, tensions between authority and community, and contests over social meanings and practices.

Major Program. A major in Law, Jurisprudence and Social Thought consists of a minimum of nine courses. Offerings in the Department include courses in Legal Theory (these courses emphasize the moral and philosophical dimensions that inform legal life and link the study of law with the history of social and political thought), Interpretive Practices (these courses emphasize the ways law attempts to resolve normative problems through rituals of textual interpretation), Legal Institutions (these courses focus on the particular ways different legal institutions translate moral judgments and interpretive practices into regulation and socially sanctioned force), and Historical and Cross-Cultural Perspectives (these courses explore the ways in which law and societies change over time, as well as the interdependence of law and culture).

Courses required of all majors are: LJST 18 (The Social Organization of Law) and LJST 26 (The Image of Law in Social and Political Thought). These courses should be taken preferably during the first or second year. In addition, majors must complete one course in Interpretive Practices, and one course in Historical and Cross-Cultural Perspectives. Students should consult with their advisor to determine which courses fulfill these requirements. It is also recommended that majors take one course designated as a Seminar which will normally be limited in enrollment, emphasize independent inquiry, and require substantial writing.

Students may receive credit toward a major in LJST for no more than two courses from outside the Department which are listed for inclusion in a Law, Jurisprudence and Social Thought major.

Departmental Honors Program. The Department awards Honors to seniors who have achieved distinction in course work for the nine courses required of all majors, have completed, in addition, a two-course Honors Tutorial (LJST 77 and 78), and have submitted a thesis of Honors quality. In special cases and with the approval of the entire Department, a student may be permitted to devote three courses to his or her Honors project.

Students seeking to do Departmental Honors work must have a college-wide grade average of B+ or above. Admission to the Honors Program is by the consent of the Department, and is contingent upon our assessment of the feasibility and value of the student's formal thesis proposal, his or her capacity to carry the thesis through to a fruitful conclusion as evidenced in prior coursework, and the availability of faculty to supervise thesis work. The thesis proposal consists of a description of an area of inquiry or topic to be covered, a list of courses that provide necessary background for the work to be undertaken, and a bibliography.

Students contemplating Honors work should begin to define a suitable project during the second semester of their junior year, and must submit a thesis proposal in advance of the first week of classes for Departmental evaluation. The Department normally requires a first draft of the Honors thesis to be submitted before the beginning of the second semester. Honors theses will be evaluated at the end of the second semester by a committee of readers whose members will make recommendations to the Department concerning the thesis's level of Honors.

Post-Graduate Study. LJST is not a pre-law program designed to serve the needs of those contemplating careers in law. While medical schools have prescribed requirements for admission, there is no parallel in the world of legal education. Law schools generally advise students to obtain a broad liberal arts education; they are as receptive to students who major in physics, mathematics, history or philosophy as they would be to students who major in LJST.

LJST majors will be qualified for a wide variety of careers. Some might do graduate work in legal studies, others might pursue graduate studies in political science, history, philosophy, sociology, or comparative literature. For those not inclined toward careers in teaching and scholarship, LJST would prepare students for work in the private or public sector or for careers in social service.

18. The Social Organization of Law. (Also Political Science 18.) Law in the United States is everywhere, ordering the most minute details of daily life while at the same time making life and death judgments. Our law is many things at once—majestic and ordinary, monstrous and merciful, concerned with morality, yet often righteously indifferent to moral argument. Powerful and important in social life, the law remains elusive and mysterious. This power and mystery is reflected in, and made possible by, a complex bureaucratic apparatus which translates words into deeds and rhetorical gestures into social practices.

This course will examine that apparatus. It will describe how the problems and possibilities of social organization shape law as well as how the social organization of law responds to persons of different classes, races and genders. We will attend to the peculiar ways the American legal system deals with the human suffering—with examples ranging from the legal treatment of persons living in poverty to the treatment of victims of sexual assault. How is law organized to cope with their pain? How are the actions of persons who inflict injuries on others defined in legal terms? Here we will examine cases on self-defense and capital punishment. Throughout, attention will be given to the practices of police, prosecutors, judges, and those who administer law's complex bureaucratic apparatus.

First semester. Professor Sarat.

20. Murder. Murder is the most serious offense against the legal order and is subject to its most punitive responses. It gives meaning to law by establishing the limits of law's authority and its capacity to tame violence. Murder is, in addition, a persistent motif in literature and popular culture used to organize narratives of heroism and corruption, good and evil, fate and irrational misfortune. This course considers murder in law, literature and popular culture. It begins by exploring various types of murders (from "ordinary murder" to serial killing and genocide) and inquiring about the differences among them. It examines the definition of homicide in different historical and cultural contexts and compares that crime with other killings which law condemns (e.g., euthanasia and assisted suicide) as well as those it tolerates or itself carries out. It asks how, if at all, those who kill are different from those who do not and whether murder should be understood as an act of defiant freedom or simply of moral depravity. In addition, we will analyze the increasing prevalence of murder in American urban life as well as its various cultural representations. Can such representations ever adequately capture murder, the murderer, and the fear that both arose? How is murder commodified and consumed in popular culture? What is the significance of such commodification and consumption for the way it finds its way into law's own narratives? The course will draw on legal cases and jurisprudential writings, murder mysteries, texts such as *Oedipus Rex*, *Crime and Punishment*, *Macbeth*, Poe's "The Murders at the Rue Morgue," Capote's

In *Cold Blood*, and Arendt's *Eichmann in Jerusalem*, and films such as Hitchcock's *Rope*, *Thelma and Louise*, *Silence of the Lambs*, and *Menace to Society*. Throughout, we will ask what we can learn about law and culture from the way both imagine, represent and respond to murder.

Second semester. Professor Sarat.

21. The Foundation of Law, The Quest for Justice: Interpretation, Obligation, and Freedom. The idea of law without justice conjures images of totalitarian states and primitive social orders. Law, we insist, has an intimate bond with justice. For without the justificatory mantle, the law appears to be reduced to mere force. The law, in other words, seems to demand a foundation in justice. Is it possible, however, for modern law to offer a sound justification for its commands and deeds? Given the interpretive critique of law that denies the ability of rules to constrain legal meaning, how is the just application of general rules to specific cases imaginable? Is it possible, given the manifold of interpretive possibilities and the impossibility of certain legal judgments, to justify legal decisions and legal punishments? Can we justly speak of a duty to obey the law? Of the idea of legal responsibility?

Through readings of legal cases from Torts and excerpts from literary and philosophical texts, we seek to understand the problem of interpretation and its influence on the ideas of punishment, duty, freedom, causation, wrong, harm and, most importantly, justice that lie at the foundation of our modern legal system. How does our legal system and, in fact, how do we ourselves think about the relation of justice and law? In the second part of the course, we turn to the question: what idea of justice might possibly support a just legal system? To do so, we turn to one of the great books in the history of philosophy and jurisprudence, Immanuel Kant's *Groundwork of the Metaphysics of Morals*. Through a sustained engagement with Kant's short text, we will seek to learn what a legal system grounded in justice might look like. What, in other words, is the ideal of justice that might serve as a foundation of law?

Omitted 2003-04.

22. The Constitution and the Imagining of America. How do "we" imagine America? If a nation is "an imagined community," then asking how we imagine America is another way of asking what makes us a nation. Ever since Alexis de Tocqueville, commentators on the United States have remarked about the central role of its laws, especially the Constitution, in defining America and its cultural imaginary as well as the way America is seen from beyond its borders. In our literature and popular culture, the rule of law and the Constitution play key roles as symbols of America, as markers of progress in the lives of persons and groups as they struggle with their own place in the world. In the international arena, the projection of American power is justified in the language of our fundamental constitutional commitments to freedom and individual rights. This course will take up these themes by examining the Constitution as a cultural as well as legal achievement. Among the questions we will ask are: How do judges imagine America in their decisions? How do Americans imagine the Constitution in their literary and cultural lives? What role do constitutional values play in legitimating the exercise of American political and military power beyond our borders? In answering these questions we will consider legal cases and literary texts as well as films like *Mr. Smith Goes to Washington*, *Judgment at Nuremberg*, and *Gangs of New York*. We will take up controversies surrounding freedom of speech and flag burning, the regulation of racial and ethnic hatreds, the scope of religious freedom, affirmative action, the propriety of military tribunals for non-citizens accused of terrorism, and the role of international human rights in our own

Constitution in order to consider the ways constitutional discourse radiates throughout our culture.

Second semester. Professor Sarat.

23. Legal Institutions and Democratic Practice. This course will examine the relationship between legal institutions and democratic practice. How do judicial decisions balance the preferences of the majority and the rights of minorities? Is it possible to reconcile the rôle that partisan dialogue and commitment play in a democracy with an interest in the neutral administration of law? How does the provisional nature of legislative choice square with the finality of judicial mandate? By focusing on the United States Supreme Court, we will consider various attempts to justify that institution's power to offer final decisions and binding interpretations of the Constitution that upset majoritarian preferences. We will examine the origins and historical development of the practice of judicial review and consider judicial responses to such critical issues as slavery, the New Deal, and abortion. The evolving contours of Supreme Court doctrine will be analyzed in the light of a continuing effort to articulate a compelling justification for the practice of judicial intervention in the normal operation of a constitutional democracy.

First semester. Professor Douglas.

24. Property, Liberty and Law. What we call property is enormously important in establishing the nature of a legal regime. Moreover, an exploration of property offers a window on how a culture sees itself. Examining how property notions are used and modified in practice can also provide critical insights into many aspects of social history and contemporary social reality.

We will begin our discussion of property by treating it as an open-ended cluster of commonplace and more specialized notions (e.g., owner, gift, lease, estate) used to understand and shape the world. We will look at how the relation of property to such values as privacy, security, citizenship and justice has been understood in political and legal theory and how different conceptions of these relations have entered into constitutional debates. We will also study the relationship of property and the self (How might one's relation to property enter into conceptions of self? Do we "own" ourselves? Our bodies or likenesses? Our thoughts?), property and everyday life (How are conceptions of property used to understand home, work and community?) and property and culture, (Do our conceptions of property influence understandings of cultural differences between ourselves and others? Does it make sense to claim ownership over one's ancestors?). In sum, this course will raise questions about how property shapes our understandings of liberty, personhood, agency and power.

Second semester. Professor Delaney.

25. Film, Myth, and the Law. The proliferation of law in film and on television has expanded the sphere of legal life itself. Law lives in images which today saturate our culture and have a power all their own, and the moving image provides a domain in which legal power operates independently of law's formal institutions. This course will consider what happens when legal events are re-narrated in film, and examine film's treatment of legal officials, events, and institutions (e.g., police, lawyers, judges, trials, executions, prisons). Does film open up new possibilities of judgment, model new modes of interpretation, and provide new insights into law's violence? We will discuss ways in which myths about law are reproduced and contested in film. Moreover, attending to the visual dimensions of law's imagined lives, we ask whether law provides a template for film spectatorship, positioning viewers as detectives and as jurors, and whether film, in turn, sponsors a distinctive visual aesthetics of law. Among

the films we may consider are *Inherit the Wind*, *Northside 777*, *Judgment at Nuremberg*, *Rear Window*, *Silence of the Lambs*, *A Question of Silence*, *The Sweet Hereafter*, *Dead Man Walking*, *Basic Instinct*, *The Shawshank Redemption*, *Unforgiven*, and *A Civil Action*. Throughout we will draw upon film theory and criticism as well as the scholarly literature on law, myth, and film.

Limited enrollment. Omitted 2003-04. Professors Sarat and Umphrey.

26. The Image of Law in Social and Political Thought. Law haunts the imagination of social and political thinkers. For some, law is a crucial tool for the radical reconstruction of society, an essential component of any utopian project. For others, law is by its very nature conservative, ever wedded to the status quo, a cumbersome and confusing apparatus made necessary by a world of imperfection. This course will attempt to make sense of the diverse and contradictory images of law which inform the work of social and political theorists. We will examine how images of law both lie at the center of, and are constituted by, concepts of personhood, community, legitimacy, and power. Readings include works by (or about) Thoreau, Hobbes, Blackstone, Marx, Freud, and such contemporary thinkers as Shklar, Unger, Hart, and Fish.

Second semester. Professors Kearns.

28. Law and Social Relations: Persons, Identities and Groups. One of the foundational analytics governing law's relationship to identity and personhood is the grand trope of public and private. As an historical matter, the public/private divide has demarcated the boundary of law's authority: under a liberal theory of government, law may regulate relations in the public sphere but must leave the private realm in the control of individuals. The stakes associated with this line of demarcation are extremely high: those problems of identity and relation that are considered "public" are problems visible to law and subject to law's authority; those that are considered private remain below the horizon of law's gaze. Yet definitions of the public and the private are notoriously slippery and inexact, and their contours are inexorably historically specific. In the nineteenth century to be denied a seat on a train as an African American, or a license to practice law as a white woman, was to experience a kind of discrimination that the law would refuse to see. In the twentieth century we no longer experience such officially sanctioned harms, but remain conflicted about the extent to which law should address other, more "private" interactions: verbal bigotry, family relations, sex.

This course will trace and explore the modes by which the public/private divide constitutes identities in law by examining the ways law defines the public, and does or does not regulate ostensibly "private" harms. Using both legal and non-legal texts we will map a history of social relations, particularly as they implicated deeply held assumptions about racialized, gendered, and sexualized bodies, and explore the shifting boundary between public and private as it has emerged in public debates over the meaning of equality, privacy, and free speech. To what extent does law's authority remain constituted upon the public/private divide? What relationship does that divide have to a politics of identity? To what extent are we now witnessing the redefinition, even the virtual elimination, of the private? And with what consequences for our social relations?

Omitted 2003-04. Professor Umphrey.

30. The Rhetoric of Law: Proof and Persuasion in the Legal Process. We live in an age of specialization and the separation of spheres. Law, for example, is distinguished from morality, from politics, from religion. All of these, in turn, are understood to be distinct from art. As a separate discipline, art has been, since

the eighteenth century, relegated to the science of aesthetics, the study of a thing's effects upon our sensibility. And yet, art is much more than simply a technique for manipulating sensibility. Art, from the Greek *Arete* (meaning virtue or skill) is a skill, fittingness, or knowledge regarding the producing or making of something, and specifically a skill or knowledge concerning beauty. In this course, we will ask after the relation between art, beauty, and law. Is the making of laws through legislation a science proceeding according to technical reason? Or, is legislation rather like a work of art, so that the art of legislation is in some way essentially guided by beauty?

To explore the relation between art, beauty, and law, we will be guided by Friedrich Nietzsche's claim that art is greater than truth. The artist, Nietzsche writes, is the true legislator. But how does an artist legislate? And in what ways is legislation art? Through close readings of Nietzsche's *The Birth of Tragedy*, *The Case of Wagner*, and parts of the *Will to Power*, we will attempt to gain insight into the relation between art and law.

Omitted 2003-04.

32. Law's Nature: Humans, the Environment and the Predicament of Law. "Nature" is at once among the most basic of concepts and among the most ambiguous. Law is often called upon to clarify the meaning of nature. In doing so it raises questions about what it means to be human.

This course is organized around three questions. First, what does law as a humanistic discipline say about nature? Second, what can law's conception of nature tell us about shifting conceptions of humanness. Third, what can we learn by attending to these questions about law's own situation in the world and its ability to tell us who we are? We will address these questions by starting with the environment (specifically wilderness). We will then expand our view of nature by examining legal engagements with animals (endangered species, animals in scientific experiments, and pets), human bodies (reproductive technologies, involuntary biological alterations, the right to die) and brains (genetic or hormonal bases for criminal defenses). Throughout, we will focus our attention on the themes of knowledge, control and change. We will look, for example, at relationships between legal and scientific forms of knowledge and the problematic role of expert knowledge in adjudicating normative disputes. We will also look at law's response to radical, technologically induced changes in relations between humans and nature, and to arguments in favor of limiting such transformations.

First semester. Professor Delaney.

33. Race, Place, and the Law. Understandings of and conflicts about place are of central significance to the experience and history of race and race relations in America. The shaping and reshaping of places is an important ingredient in the constitution and revision of racial identities: think of "the ghetto," Chinatown, or "Indian Country." Law, in its various manifestations, has been intimately involved in the processes which have shaped geographies of race from the colonial period to the present day: legally mandated racial segregation was intended to impose and maintain both spatial and social distance between members of different races.

The objective of this course is to explore the complex intersections of race, place, and law. Our aim is to gain some understanding of geographies of race "on-the-ground" in real places, and of the role of legal practices—especially legal argument—in efforts to challenge and reinforce these racial geographies. We will ask, for example, how claims about responsibility, community, rationality, equality, justice, and democracy have been used to justify or resist both racial segregation and integration, access and expulsion. In short, we will ask how

moral argument and legal discourse have contributed to the formation of the geographies of race that we all inhabit. Much of our attention will be given to a legal-geographic exploration of African-American experiences. But we will also look at how race, place and the law have shaped the distinctive experiences of Native Americans, Hispanic Americans, and Asian Americans.

Omitted 2003-04. Professor Delaney.

34. Law, Crime, and Cultural Processes. Crime and criminality are the sites where law most directly and forcefully intervenes in everyday life through ritual and spectacle, through the construction of boundaries that include or exclude certain kinds of behavior or types of individuals from the polity, and through direct physical violence and the containment of bodies. This course will address, both historically and theoretically, the ways in which crime and criminality have been imagined, enacted, and punished over the last two centuries. Exploring the interplay of criminological discourse and popular culture, we will examine the movement from what Michel Foucault has described as a "society of spectacle," in which punishment was public and bodily, toward a "society of surveillance" in which criminals are scrutinized and remade behind and outside the high walls of the penitentiary. We will also sort through various theories of criminality and inquire into their cultural assumptions and consequences. Can criminal activity be represented as a product of biology, or environment, or sensibility? Who ought to be held legally or morally responsible for his or her acts? What are the social and cultural conditions that have produced various competing understandings of "the criminal," and why might we excuse, tolerate, even condone some illegalities at any given moment in history? In answering those questions we will draw upon a mix of historical, literary, philosophical, social scientific, and filmic texts.

Limited to 60 students. First semester. Professor Umphrey.

36. The State and the Accused. This course will examine the unusual and often perplexing means by which the law makes judgments about guilt and innocence. Our inquiry will be framed by the following questions: What gives a court the authority to pass judgment on a person accused of criminal wrongdoing, and what defines the limits of this authority? What ends does the law seek to pursue in bringing an accused to justice? What "process" is due the accused such that the procedures designed to adjudicate guilt are deemed fair? How do these standards differ as we travel from adversarial systems of justice (such as the Anglo-American) to inquisitorial systems (e.g., France or Germany)? Finally, how has the process of rapid globalization changed the relationship between the state and the accused and, with it, the idea of criminal justice itself? In answering these questions, our investigations will be broadly comparative, as we consider adversarial, inquisitorial, and transnational institutions of criminal justice. We will also closely attend to the differences between law's response to "common" criminals and extraordinary criminals, such as heads of state, armed combatants, and terrorists.

Limited to 50 students. Omitted 2003-04. Professor Douglas.

38. Artistic Representation and Legal Regulation. Both the judicial and the artistic temper strive to order the world meaningfully, yet often the legal and the creative find themselves in conflict. This course will undertake a broad investigation of the relationship between law and the creative arts. What role should law play in the cultural life of a community? What can we learn about the law by studying its preoccupation with artistic creation? How does the law authorize and restrain creative work through such concepts as "originality," "defamation,"

and "obscenity"? What are the judicial and aesthetic consequences of the law's attempt to protect the "fruits of creative labor" through doctrines of intellectual property such as copyright? How have these doctrines evolved historically and can they be applied to contemporary cultural artifacts? These inquiries will lead us to consider the nature of the aesthetic response to legal interventions in the art world: How is the law imagined and constructed in contemporary cultural representations? Materials include contributions to aesthetic and legal theory, literature and film, as well as selected cases.

Limited to 20 students. Omitted 2003-04. Professor Douglas.

39. Re-Imagining Law: Feminist Interpretations. (Also Political Science 39.) See Political Science 39.

Open to juniors and seniors. Second semester. Professor Bumiller.

40. Law's Madness. We imagine law to be a system of reason that governs and pacifies a disorderly world. And yet what if one were to reimagine law as constituted as much by its irrationalities as its rationality? To ask that question is to enter the language of psychoanalysis, and the theories proposed by Sigmund Freud to explain human irrationalities. Freud suggests that the human psyche is organized around the need to repress or regulate two fundamental "drives" that, if fully realized, would destroy human communities: the instincts toward aggression and sexual satisfaction. This course, following Freud, theorizes law as emerging out of and actively engaging in repressions of those fundamental drives or desires—both its own and those of the legal subjects who come before it. We will try to understand the ways in which law defines rationality, and will assess the extent to which we can assimilate law's authority not to reason but, as Freud suggests, to the (sometimes violent) authority of the superego. We will then explore the implications of Freud's gendering of law as the law of the father, with the further repressions that gendering entails, particularly in the landscape of sexual desire. Finally, we will speculate on the ways in which we make law an object of our own desire, which themselves depend upon the repression of law's violence.

Second semester. Professor Umphrey.

41. Interpretation in Law and Literature. Interpretation lies at the center of much legal and literary activity. Both law and literature are in the business of making sense of texts—statutes, constitutions, poems or stories. Both disciplines confront similar questions regarding the nature of interpretive practice: Should interpretation always be directed to recovering the intent of the author? If we abandon intentionalism as a theory of textual meaning, how do we judge the "excellence" of our interpretations? How can the critic or judge continue to claim to read in a manner deemed "authoritative" in the face of interpretive plurality? In the last few years, a remarkable dialogue has burgeoned between law and literature as both disciplines have grappled with life in a world in which "there are no facts, only interpretations." This seminar will examine contemporary theories of interpretation as they inform legal and literary understandings. Readings will include works of literature (Hemingway, Kafka, Woolf) and court cases, as well as contributions by theorists of interpretation such as Spinoza, Dilthey, Freud, Geertz, Kermode, Dworkin, and Sontag.

Limited to 20 students. Omitted 2003-04. Professor Douglas.

42. Policing: Legal Practices and Popular Imagination. The word "policing" suggests an act or a process, the construction and supervision of borders, the constant demonstration and imposition of authority or force over a person, group, behavior, or space presumed to be a threat to order. This course will

explore policing as both a material practice and a cultural trope. We will examine the history of the police and various police tactics for maintaining order, constantly bearing in mind the blurred line between the police and the criminal, their interdependent identities and violent underpinnings. At the same time, we will consider "popular" policing and various kinds of social regulation as extensions of the state's police power. On still another level, we will search out policing as a cultural phenomenon and an epistemological category. What is the relation between policing and detection? Between policing and surveillance? What role do the imaginary and the aesthetic play in giving meaning to the idea of policing? How are these meanings inscribed in popular cultural forms (the roman policier, the journalistic exposé, *film noir*) and contemporary life (home-video culture, on-the-job surveillance)?

Omitted 2003-04. Professor Umphrey.

43. Law's History. History is the backbone of the common law, a body of principles developed over time through a slow accretion of decisions constantly engaged with their own historical antecedents, or "precedent." Thus, questions of history are integral to an understanding of the rhetorical and hermeneutic practices involved in the creation of legal doctrine. Paying close attention to legal texts—opinions, treatises, and commentary—we will examine the way legal scholars and jurists since the eighteenth century have used historical materials to construct narratives that can justify their decisions, and how those uses have changed over time.

Yet the problem of history in law extends beyond its justificatory use in legal texts, and will push us to further questions. What, in the context of doctrine-making, is history? Does it include the personal histories detailed at trial? Does it erase the lived experiences of social groups at specific historical moments? How do these "other" histories, embedded in every legal case but often obscured in judicial opinions and treatises, put into question the legal system's objective epistemological stance toward the very people over whom it presides?

Limited to 25 students. Second semester. Professors Hussain and Umphrey.

44. The Civil Rights Movement: From Moral Commitment to Legal Change. In America the term "civil rights" conventionally signifies rights of minorities and, more specifically, rights of African-Americans. It is also sometimes claimed that the expansion of these rights entailed imposing limitations on the rights of others. This course challenges these understandings by examining the idea that all Americans have "civil rights" and that the distribution of civil rights in society need not mean limiting the rights of one group to advance the interests of another. We will explore these propositions through a study of the influence and impact of the Civil Rights Movement from the 1950s to 1970s on American law and American society more generally. We will examine how political movements mobilize moral commitment and the ways such commitment is received in or by legal institutions. After a survey of important legal and social changes brought about by civil rights advocates, we will look at how such changes inspired the contemporary struggles of Native Americans, women, and poor people. In addition, we will examine the meaning of legal equality and recent controversies about affirmative action. Throughout, we will seek to understand how law is changed as well as how law contributes to social change.

Second semester. Professor Delaney.

45. Law and the American War in Vietnam. The American war in Vietnam was, among other things, a watershed event in American legal history. Throughout the duration of the war there was vigorous debate about its legality in terms

of international law, natural law and constitutional law. The conduct of the war and its relation to the draft and to dissent generated unprecedented public disagreement about such fundamental legal issues as authority, obligation, due process, civil liberties, crime and punishment, and the relationship between law and morality. The war was also the topic or context for a number of trials during which official legal actors endeavored to make formal legal sense of the war and of law's relationship to it. As a historical event, the war may also be examined in light of more contemporary themes such as legal consciousness, law as violence, and governmentality. The course will explore legal aspects of the war both as a historical study and as a case study of law in extreme situations.

First semester. Professor Delaney.

46. Law, God and Modernity. It is the hallmark of modernity that law is secular and rational, made by humans for their purposes. Modern law relegates the divine to the realm of private belief, while the modern state guarantees the uninterrupted observance of a multiplicity of beliefs. Yet secularism has never been an uncontested position and many philosophers have suggested that the sovereignty of the modern state is itself a worldly duplicate of religious understandings of god's omnipotence. Today the connection of law and the sacred has taken on new urgency with the so-called "return of the religious," most famously with the rise of political Islam but also with Christian movements in the west, and with the transformations of sovereignty through globalization. This course is a historical and cross-cultural examination of the relationship of law, sovereignty, and the sacred. It focuses on a range of topics: the understanding of secularism in general and the American doctrine of the separation of church and state in particular; the legal theory of Islamization; the meaning of orthodoxy, both legal and religious. It examines both the secular uses of the concept of the sacred, and the religious deployment of modern legal concepts. It asks how the proper names of law and god are used to anchor various normative visions.

Second semester. Professor Hussain.

47. Global Legality. Traditionally, the idea of law has been associated with the legal system of a nation state, derived from a national constitution and delimited by territorial borders. Yet today, with the complex process called globalization, it is often argued that the prominence of borders, the older sovereign powers of that state, and even the idea of a national law are all in decline. Instead, we have an unprecedented flow of goods, money and people; the increasing regulation of economic and social life by supranational organizations such as the I.M.F. and World Bank; and with the institution of human rights, a new conception of rights and duties that is universal in scope. This class will examine the economic, cultural and, above all, legal dimensions of globalization. We will focus on the history of the League of Nations and the United Nations, the idea and practice of human rights, and the transfer of state powers to international agencies. We will also ask, however, if such processes are as new as they are often made out to be. Taking a larger historical perspective that includes colonialism and imperialism, we will trace older versions of a global legality, of the recurrent dream (or nightmare) of a single order of law and values to govern all of humankind.

First semester. Professor Hussain.

48. Law and Historical Trauma. Certain events in political history—revolutions, civil wars, transitions from authoritarian or totalitarian regimes to political democracy, or particular moments in the ongoing constitutional life of a

nation—seem unusual in the breadth and depth of the break or rupture that they make from tradition, the past, and the ongoing self-understandings of a people. Those events pose a special opportunity and challenge for law. Can law repair the traumatic ruptures associated with revolution, civil war, and recent democratic transitions? In such moments does law provide a reassuring sense of stability that serves to maintain the underlying continuity of history? Or, does it compound the crisis of dramatic historical transformation by insisting on judging the past, bringing the losers to justice, and publicly proclaiming the “crimes” of the old order? What can we learn about law by examining its responses to historical trauma? To address these questions we will first examine the idea of trauma and ask what makes particular events traumatic and others not. Is trauma constitutive of law itself? Is law always born in traumatic moments and, at the same time, continuously preoccupied with responding to its own traumatic origins? We will then proceed comparatively and historically by focusing on a series of case studies including colonial revolution in Algeria, Aboriginal rights cases in Australia, slavery and civil war in the United States, and regime changes in South Africa, Germany, and Argentina. In each we will identify the part played by law and ask what we can learn about the capacities and limits of law both to preserve national memory and, at the same time, to build new social and political practices.

Admission with consent of the instructors. Limited to 18 students. First semester. Professor Hussain.

49. Revenge and Law. To speak of revenge is to open a festering wound at the heart of law that cannot be wished away. On the one hand, law is built upon the exclusion of vengeance. The most basic principle of criminal law is that the state takes over the prosecution of criminals from the victims of crime. In doing so, law insists that that wrong of crime is a public wrong, namely the criminal’s wrongful will to break the law. Criminal punishment, therefore, is to be proportional to the wrongful will and not to the damages or harms that result from that will. On the other hand, however, revenge remains a constant presence in criminal law, despite the persistent attempts of philosophers and jurists to banish it. Can revenge be a legitimate and just motive for criminal punishment?

Prior to asking if revenge can justify punishment, it is first necessary to get a handle on revenge itself. To gain clarity concerning revenge, this course will look at the phenomenon of revenge itself as it has been practiced, imagined, and thought throughout history. Through a close reading of texts, films, and art, we will ask: Is there a pre-legal practice of revenge? Can revenge be distinguished from retribution? And, most importantly, what is it about the present age that demands, even necessitates, the persistent and increasing acceptance of revenge as an integral part of law?

First semester. Visiting Lecturer Berkowitz.

50. Twentieth-Century American Legal Theory. The discipline of legal theory has the task of making law meaningful to itself. But there is a variety of competing legal theories that can make law meaningful in divergent ways. By what measure are we to assess their adequacy? Is internal coherence the best standard or should legal theory strive to accord with the extra-legal world? Then too, the institutions and practices of law are components of social reality and, therefore, as amenable to sociological or cultural analysis as any other component. Here again, many different kinds of sense can be made of law depending upon how “the social” is itself theorized. This course engages the theme of law and the problems of social reality by way of a three-step approach. The first part of the course presents an overview of the main lines of twentieth-century American legal

thought. We begin with a study of legal formalism and the challenges posed to it by legal realism and its various successor theories. One focus of debate between formalism and its rivals is how much social realism should be brought to bear on legal analysis. Another question is: what kind of social realism should be brought to bear on the analysis of law. The second segment of the course provides a survey of some of the candidates. These include the Law and Society Movement, neo-Marxism and Critical Legal Studies. In the final segment we look at how these theoretical issues are given expression in connection with more practical contexts such as poverty law, labor law or criminal law.

Omitted 2003-04. Professor Delaney.

56. Representing and Judging the Holocaust. This seminar will address some of the foundational questions posed by radical evil to the legal imagination. How have jurists attempted to understand the causes and logic of genocide, and the motives of its perpetrators? Is it possible to "do justice" to such extreme crimes? Is it possible to grasp the complexities of history in the context of criminal trial? What are the special challenges and responsibilities facing those who struggle to submit traumatic history to legal judgment? We will consider these questions by focusing specifically on a range of legal responses to the crimes of the Holocaust. Our examination will be broadly interdisciplinary, as we compare the efforts of jurists to master the problems of representation and judgment posed by extreme crimes with those of historians, social theorists, and artists. Readings will include original material from the Nuremberg, Eichmann, and Irving trials, and works by, among others, Hannah Arendt, Zygmunt Bauman, Christopher Browning, Primo Levi, and Art Spiegelman.

Limited to 18 students. First semester. Professor Douglas.

77, 78. Senior Departmental Honors. Independent work under the guidance of a tutor assigned by the Department. Open to senior LJST majors who wish to pursue a self-defined project in reading and writing and to work under the close supervision of a faculty member. Admission is by consent of the Department.

97, 98. Special Topics. Independent Reading Courses. Reading in an area selected by the student and approved in advance by a member of the Department.

RELATED COURSES

History of Anthropological Theory. See Anthropology 23.

Not open to first-year students. Second semester. Professor Gewertz.

Economic Anthropology and Social Theory. See Anthropology 43.

Second semester. Professor Goheen.

Law and Economics. See Economics 66.

Omitted 2003-04. Professor Nicholson.

"The Linguistic Turn": Language, Literature and Philosophy. See English 54.

Omitted 2003-04. Professor Parker.

Topics in African History. See History 92.

Limited to 20 students. First semester. Professor Redding.

Normative Ethics. See Philosophy 34.

Requisite: One course in philosophy or consent of the instructor. First semester. Professor Shah.

What Is Morality About? See Philosophy 38.

Second semester. Professor Shah.

Lawlessness: Terror and Its Denial. See Political Science 19.

First semester. Professor Bumiller.

Modern Classics in Political Philosophy. See Political Science 28.

Omitted 2003-04. Professor Mehta.

The American Constitution I: The Structure of Rights. See Political Science 41.

First semester. Professor Arkes.

The American Constitution II: Federalism, Privacy, and the "Equal Protection of the Laws." See Political Science 42.

Omitted 2003-04. Professor Arkes.

The Political Theory of the American Founding. See Political Science 58.

Second semester. Professor Arkes.

Punishment, Politics and Culture. See Political Science 60.

Second semester. Professor Sarat.

Psychology and the Law. See Psychology 63.

Second semester. Professor Hart.

Ancient Israel. See Religion 21.

First semester. Professor Niditch.

Reading the Rabbis. See Religion 41.

Omitted 2003-04. Professor Niditch.

Foundations of Sociological Theory. See Sociology 15.

First semester. Professor Himmelstein.

Gender Labor. See Women's and Gender Studies 24.

Second semester. Professors Barale and Olver.

LINGUISTICS

Courses in linguistics and related fields are offered occasionally through the Departments of Asian Languages and Civilizations, English, Mathematics and Computer Science, and Philosophy. The College does not offer a major in this subject. Students interested in linguistics are advised to consult Professor Wako Tawa, Department of Asian Languages and Civilizations, Amherst College.

MATHEMATICS AND COMPUTER SCIENCE

Professors Armacost‡, Call, Cox†, Denton‡, C. McGeoch (Chair, second semester), L. McGeoch (Chair, first semester), Rager*, Starr†, and Velleman; Assistant Professors Benedetto and Kaplan; Visiting Assistant Professors Goldstine, Weston, and Witherspoon.

The Department offers the major in Mathematics and the major in Computer Science as well as courses meeting a wide variety of interests in these fields.

*On leave 2003-04.

†On leave first semester 2003-04.

‡On leave second semester 2003-04.

Non-majors who seek introductory courses are advised to consider Mathematics 05, 11, 15, and Computer Science 11, none of which requires a background beyond high school mathematics.

Mathematics

Major Program. The minimum requirements for the Mathematics major are Mathematics 11, 12, 13, 25, 26, 28, and at least three other courses in Mathematics numbered 14 or higher. In addition, a major must complete two courses outside Mathematics which demonstrate significant use of mathematics. These two courses may be chosen from the following list: Computer Science 27 or 31, Physics 16, 17, 23 or 24, Philosophy 50, or Economics 65 or 73. Requests for alternative courses must be approved in writing by the Chair of the Department.

Students with a strong background in Mathematics may be excused from taking certain courses such as introductory calculus courses. It is recommended that such students take the Advanced Placement Examination in Mathematics.

A student considering a major in Mathematics should consult with a member of the Department as soon as possible, preferably during the first year. This will facilitate the arrangement of a program best suited to the student's ability and interests. Students should also be aware that there is no single path through the major; courses do not have to be taken in numerical order (except where required by prerequisites).

For a student considering graduate study, the Departmental Honors program is strongly recommended. Such a student is advised to take the Graduate Record Examination early in the senior year. It is also desirable to have a reading knowledge of two foreign languages, usually French, German, or Russian.

All students majoring in Mathematics are expected to attend the departmental colloquium during their junior and senior years.

Comprehensive Examination. A comprehensive examination for majors who are not participating in the Honors Program will be given near the beginning of the spring semester of the senior year. (Those who will complete their studies in the fall semester may elect instead to take the comprehensive examination at the beginning of that semester.) The examination covers Mathematics 11, 12, 13, 25, and a choice of Mathematics 26 or 28. A document describing the comprehensive examination can be obtained from the Department Coordinator.

Departmental Honors Program. Students are admitted to the Honors Program on the basis of a qualifying examination given at the beginning of the spring semester of their junior year. (Those for whom the second semester of the junior year occurs in the fall may elect instead to take the qualifying examination at the beginning of that semester.) The examination is identical to the comprehensive examination mentioned above and is described in a document available from the Department Coordinator. Before the end of the junior year, an individual thesis topic will be selected by the Honors candidate in conference with a member of the Department. After intensive study of this topic, the candidate will write a report in the form of a thesis which should be original in its presentation of material, if not in content. In addition, the candidate will report to the departmental colloquium on her or his thesis work during the senior year. Honors candidates are also required to complete Mathematics 31 and either Mathematics 42 or 44.

05. Calculus with Algebra. Mathematics 05 and 06 are designed for students whose background and algebraic skills are inadequate for the fast pace of Mathematics 11. In addition to covering the usual material of beginning calculus, these

courses will have an extensive review of algebra and trigonometry. There will be a special emphasis on solving word problems.

Mathematics 05 starts with a quick review of algebraic manipulations, inequalities, absolute values and straight lines. Then the basic ideas of calculus—limits, derivatives, and integrals—are introduced, but only in the context of polynomial and rational functions. As various applications are studied, the algebraic techniques involved will be reviewed in more detail. When covering related rates and maximum-minimum problems, time will be spent learning how to approach, analyze and solve word problems. Four class hours per week. Note: While Mathematics 05 and 06 are sufficient for any course with a Mathematics 11 requisite, Mathematics 05 alone is not. However, students who plan to take Mathematics 12 should consider taking Mathematics 05 and then Mathematics 11, rather than Mathematics 06.

First semester. Professor Benedetto.

06. Calculus with Elementary Functions. Mathematics 06 is a continuation of Mathematics 05. Trigonometric, logarithmic and exponential functions will be studied from the point of view of both algebra and calculus. The applications encountered in Mathematics 05 will reappear in problems involving these new functions. The basic ideas and theorems of calculus will be reviewed in detail, with more attention being paid to rigor. Four class hours per week.

Second semester. Professor Benedetto.

11. Introduction to the Calculus. Basic concepts of limits, derivatives, anti-derivatives; applications, including max/min problems and related rates; the definite integral, simple applications; trigonometric functions; logarithms and exponential functions. Four class hours per week.

First and second semesters. The Department.

12. Intermediate Calculus. A continuation of Mathematics 11. Inverse trigonometric and hyperbolic functions; methods of integration, both exact and approximate; applications of integration to volume and arc length; improper integrals; l'Hôpital's rule; infinite series, power series and the Taylor development; and polar coordinates. Four class hours per week.

Requisite: A grade of C or better in Mathematics 11 or consent of the Department. First and second semesters. The Department.

13. Multivariable Calculus. Elementary vector calculus; introduction to partial derivatives; multiple integrals in two and three dimensions; line integrals in the plane; Green's theorem; the Taylor development and extrema of functions of several variables; implicit function theorems; Jacobians. Four class hours per week.

Requisite: A grade of C or better in Mathematics 12 or the consent of the instructor. First semester: Professors Denton and Witherspoon. Second semester: Professor Starr.

14. Introduction to Probability. This course explores the nature of probability and its use in modeling real world phenomena. By restricting attention to finite and countable contexts, it becomes possible to study a broad class of models with minimal appeal to the machinery of calculus. The course begins with the development of an intuitive feel for probabilistic thinking, based on the simple yet subtle idea of counting. It then evolves toward the rigorous study of discrete and continuous probability spaces, random variables, and distribution functions. Examples will be used as a guide throughout the course, and a variety of applications from such areas as games of chance, information theory, game theory, decision theory and operations research will be included. In studying these

applications, particular attention will be paid to the associated probability models. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 12 or consent of the instructor. Omitted 2003-04.

15. Discrete Mathematics. This course is an introduction to some topics in mathematics that do not require the calculus. Emphasis is placed on topics that have applications in computer science, including elementary set theory, logic, mathematical induction; basic counting principles; relations and equivalence relations; graph theory; and rates of growth. Additional topics may vary from year to year. This course not only serves as an introduction to mathematical thought but it is also recommended background for advanced courses in computer science. Four class hours per week.

Second semester. Professor Velleman.

16. Chaotic Dynamical Systems. Given a system such as the weather, the stock market or the population of a large city, there are many questions that can be asked about its long-term behavior. A Dynamical System is a mathematical model of such a system, and in this course, we will study dynamical systems from a mathematical point of view. In particular, we will describe the various ways in which a dynamical system can behave, and we will discover that some very simple systems can have surprisingly complex behavior. This will lead to the notion of a chaotic dynamical system. We will also discuss Newton's method, fractals, and iterations of complex functions. Three class hours per week plus a weekly one-hour computer laboratory. Offered in alternate years.

Requisite: Mathematics 13 or consent of the instructor. Omitted 2003-04.

17. Introduction to Statistics. Elementary probability, including statements of the law of large numbers and the central limit theorem; distribution functions of frequent occurrence in statistics, such as the Normal, Poisson, Chi square and Student's, and their use in hypothesis testing and estimation; roles of the law of large numbers and the central limit theorem in hypothesis testing and estimation (including errors of Type I and Type II); a brief introduction to analysis of variance and non-parametric methods. Four class hours per week.

Requisite: Mathematics 11 or the equivalent. First semester. Professor Denton.

18. Mathematical Modeling in Biology, Chemistry and Geology. This course is an introduction to the use of differential equations to model naturally occurring systems in Biology, Chemistry, and Geology. The course will begin with population models, including epidemics and predator-prey interactions. This will involve the study of initial value problems, phase-plane analysis and stability. These ideas will then be applied to systems of differential equations arising from chemical reactions, including ozone formation and the Belousov-Zhabotinskii oscillatory reactions. The chaotic Lorenz equations from meteorology will also be discussed. The course will then switch to the partial differential equations used in the study of groundwater flow. Darcy's law will be formulated at increasing levels of sophistication until arriving at the numerical solution of the Laplace equation. The final topic will be advection, which is used to model transport phenomena in biological and geological systems. Four class hours per week (which include occasional in-class computer labs).

Requisite: Mathematics 11 or consent of the instructor. Second semester. Professor Cox.

20. Differential Equations. The solution, application and theory of differential equations. After a study of elementary methods of solution, systems of differential equations, and the existence, uniqueness and stability of solutions, attention will

be given to topics among the following: numerical methods, partial differential equations, and eigenfunction expansions. Four class hours per week.

Requisite: Mathematics 13. Omitted 2003-04.

23. Topics in Geometry. The topics and requisites may change from year to year. The topics for 2004 are neutral geometry, non-Euclidean geometry and differential geometry.

In Euclidean geometry, the parallel axiom asserts that given a line and a point not on the line, there is a unique line through the point parallel to the given line. This implies, for example, that the sum of the angles of a triangle is always 180 degrees. In the nineteenth century, it was discovered that this is not the only possible geometry.

The course will begin with neutral geometry, which makes no assumptions about parallel lines. We will then study non-Euclidean geometry, which uses a different parallel axiom. Here, we still have geometric objects like circles and lines, but many of the theorems and formulas will be different. For example, the sum of the angles of a triangle will always be less than 180 degrees, and this sum will determine the area of the triangle. This will have interesting consequences concerning similar triangles. We will also study the fascinating history of non-Euclidean geometry.

The final part of the course will be an introduction to differential geometry. The key concepts will be geodesics (which replace straight lines) and curvature (which measures how a surface bends). These will enable us to make some interesting models of non-Euclidean geometry and to see how geometric ideas can be applied in a much wider context. Three class hours per week. Offered in alternate years.

Requisite: Mathematics 13 or consent of the instructor. Second semester. Professor Goldstine.

24. Theory of Numbers. An introduction to the theory of rational integers; divisibility, the unique factorization theorem; congruences, quadratic residues. Selections from the following topics: cryptology; Diophantine equations; asymptotic prime number estimates; continued fractions; algebraic integers. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 12 or consent of the instructor. Omitted 2003-04.

25. Linear Algebra. The study of vector spaces over the real and complex numbers, introducing the concepts of subspace, linear independence and basis; systems of linear equations; linear transformations and their representation by matrices; determinants; eigenvalues and eigenvectors. The course may also cover inner product spaces, dual spaces, the Cayley-Hamilton Theorem, and an introduction to canonical forms. Four class hours per week.

Requisite: Mathematics 12 or consent of the instructor. First semester. Professor Weston.

26. Groups, Rings and Fields. A brief consideration of properties of sets, mappings, and the system of integers, followed by an introduction to the theory of groups and rings including the principal theorems on homomorphisms and the related quotient structures; integral domains, fields, polynomial rings. Four class hours per week.

Requisite: Mathematics 25 or consent of the instructor. Second semester. Professor Weston.

27. Set Theory. Most mathematicians consider set theory to be the foundation of mathematics, because everything that is studied in mathematics can be

defined in terms of the concepts of set theory, and all the theorems of mathematics can be proven from the axioms of set theory. This course will begin with the axiomatization of set theory that was developed by Ernst Zermelo and Abraham Fraenkel in the early part of the twentieth century. We will then see how all of the number systems used in mathematics are defined in set theory, and how the fundamental properties of these number systems can be proven from the Zermelo-Fraenkel axioms. Other topics will include the axiom of choice, infinite cardinal and ordinal numbers, and models of set theory. Four class hours per week.

Requisite: Mathematics 15, 25 or 28, or consent of the instructor. Omitted 2003-04.

28. Introduction to Analysis. Completeness of the real numbers; topology of n -space including the Bolzano-Weierstrass and Heine-Borel theorems; sequences, properties of functions continuous on sets; infinite series, uniform convergence. The course may also study the Gamma function, Stirling's formula, or Fourier series. Four class hours per week.

Requisite: Mathematics 13. Second semester. Professor Starr.

31. Functions of a Complex Variable. An introduction to analytic functions; complex numbers, derivatives, conformal mappings, integrals. Cauchy's theorem; power series, singularities, Laurent series, analytic continuation; Riemann surfaces; special functions. Four class hours per week.

Requisite: Mathematics 13. First semester. Professor Benedetto.

34. Mathematical Logic. Mathematicians confirm their answers to mathematical questions by writing proofs. But what, exactly, is a proof? This course begins with a precise definition specifying what counts as a mathematical proof. This definition makes it possible to carry out a mathematical study of what can be accomplished by means of deductive reasoning and, perhaps more interestingly, what cannot be accomplished. Topics will include the propositional and predicate calculi, completeness, compactness, and decidability. At the end of the course we will study Gödel's famous Incompleteness Theorem, which shows that there are statements about the positive integers that are true but impossible to prove. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 15, 25 or 28, or consent of the instructor. First semester. Professor Velleman.

37. Topics in Mathematics. The topics may vary from year to year. The topic for fall 2002 was Galois Theory, which is the systematic study of roots of polynomials. The key idea, first glimpsed by Lagrange and later brought to fruition by Galois, is that there is a deep relation between group theory and the structure of the roots of a given polynomial. In particular, Galois Theory shows that for degrees five and greater, it is not always possible to express the roots of a polynomial using formulas similar to the quadratic formula. The course will develop the mathematics and history of this subject, often regarded as one of the most beautiful parts of algebra. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 26. Omitted 2003-04.

42. Functions of a Real Variable. An introduction to Lebesgue measure and integration; topology of the real numbers, inner and outer measures and measurable sets; the approximation of continuous and measurable functions; the Lebesgue integral and associated convergence theorems; the Fundamental Theorem of Calculus. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 28. Second semester. Professor Benedetto.

44. Topology. An introduction to general topology; the topology of Euclidean, metric and abstract spaces, with emphasis on such notions as continuous mappings, compactness, connectedness, completeness, separable spaces, separation axioms, and metrizable spaces. Additional topics may be selected to illustrate applications of topology in analysis or to introduce the student briefly to algebraic topology. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 28. Omitted 2003-04.

77, 78. Senior Departmental Honors.

Open to seniors with the consent of the Department. First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

RELATED COURSES

Philosophy of Mathematics. See Philosophy 50.

Second semester. Professors A. George and Velleman.

Computer Science

Major Program. The minimum requirements for the Computer Science major include Computer Science 11, 12, 14, 21, and 31, and three additional Computer Science courses numbered above 21. In addition, a major must complete Mathematics 11, one of Mathematics 15, 26, and 28, and one other Mathematics course numbered 12 or higher.

Students with a strong background may be excused from taking Computer Science 11, 12 and/or Mathematics 11. It is recommended that such students take the appropriate Advanced Placement Examination and consult with a member of the Department in the first year. If excused from all three, a major must take one additional elective in Computer Science. Majors are encouraged to complete Computer Science 11, 12, 14, and 21, Mathematics 11, and one of Mathematics 15, 26, or 28 before the junior year.

Majors who took Computer Science 11 before 2003-04 are not required to take Computer Science 12.

Participation in the Departmental Honors program is strongly recommended for students considering graduate study in computer science. Such students should consult with a member of the Department in the junior year to plan advanced coursework and to discuss fellowship opportunities. Most graduate programs in computer science require that the applicant take the Graduate Record Examination early in the senior year.

All students majoring in Computer Science are expected to attend the departmental colloquium during their junior and senior years.

Comprehensive Examination. A comprehensive examination for majors will be given near the beginning of the spring semester of the senior year. (Those who will complete their studies in the fall semester may elect instead to take the comprehensive examination at the beginning of that semester.) The examination covers Computer Science 11, 14, 21, and 31. A document describing the comprehensive examination can be obtained from the Department Coordinator.

Departmental Honors Program. The Honors Program in Computer Science is open to senior majors who wish to pursue independent research and to write a thesis. A student may apply to the program by submitting a proposal during the spring semester of the junior year. If the proposal is accepted, the student is

admitted to the program, enrolls in Computer Science 77 for the fall semester, and begins research under the guidance of a faculty advisor. Students in Computer Science 77 meet together weekly to discuss their independent work. At the end of the fall semester, each student writes an extended abstract describing his or her work. Students whose abstracts show significant progress are admitted to Computer Science 78 and complete a thesis during the spring semester. A document describing the details of the Honors Program is available from the Department Coordinator.

05. Demystifying the Internet. This course provides an introductory survey of topics in computer science that are related to the Internet. Students will become familiar with the history and underlying structure of the Internet and with technologies such as email, web browsers, search engines, and web page design tools. We will learn about the science behind the technology: topics to be addressed include network design and network protocols, limitations of modern encryption methods, and applications of algorithmics and artificial intelligence to the design of search engines. Some time will also be spent considering social issues such as privacy, worms and viruses, spam, cookies, and encryption policy. Two class meetings per week, with occasional in-class lab sessions.

This course does not provide prerequisite credit for any computer science course, nor does it count towards the computer science major. No previous experience with computers is required. Limited to 40 students. Omitted 2003-04.

11. Introduction to Computer Science I. This course introduces ideas and techniques that are fundamental to computer science. The course emphasizes procedural abstraction, algorithmic methods, and structured design techniques. Students will gain a working knowledge of a block-structured programming language and will use the language to solve a variety of problems illustrating ideas in computer science. A selection of other elementary topics will be presented, for example: the historical development of computers, comparison and evaluation of programming languages, and artificial intelligence. A laboratory section will meet once a week to give students practice with programming constructs. Two class hours and one one-hour laboratory per week.

First and second semesters. Professor L. McGeoch.

12. Introduction to Computer Science II. A continuation of Computer Science 11. This course will emphasize more complicated problems and their algorithmic solutions. The object-oriented programming paradigm will be discussed in detail, including data abstraction, inheritance and polymorphism. Other topics will include the implementation of simple data structures and the use of finite-state machines in algorithm design. A laboratory section will meet once a week to give students practice with programming constructs. Two class hours and one one-hour laboratory per week.

Requisite: Computer Science 11 or consent of the instructor. This course is the appropriate starting point for most students with some prior programming experience. It is open to students who took Computer Science 11 before 2003-04 only with consent of the instructor. First semester: Professor Kaplan. Second semester: Professor C. McGeoch.

14. Introduction to Computer Systems. This course will provide an introduction to computer systems, stressing how computers work. Beginning with Boolean logic and the design of combinational and sequential circuits, the course will discuss the design of computer hardware components, microprocessing and the interpretation of machine instructions, and assembly languages and machine architecture. The course will include a brief introduction to operating systems

and network communication. A laboratory section will allow students to design and build digital circuits and to develop assembly language programs. Three class hours and one one-hour laboratory per week.

Requisite: Computer Science 11 or some programming experience. Second semester. Professor Kaplan.

21. Data Structures. A fundamental problem in computer science is that of organizing data so that it can be used effectively. This course introduces basic data structures and their applications. Major themes are the importance of abstraction in program design and the separation of specification and implementation. Program correctness and algorithm complexity are also considered. Data structures for lists, stacks, queues, trees, sets and graphs are discussed. This course will provide advanced programming experience. Four class hours per week.

Requisite: Computer Science 11 or consent of the instructor. Computer Science 12 will be a requisite after 2003. First semester. Professor L. McGeoch.

23. Programming Language Paradigms. The main purpose of a programming language is to provide a natural way to express algorithms and computational structures. The meaning of "natural" here is controversial and has produced several distinct language paradigms; furthermore the languages themselves have shaped our understanding of the nature of computation and of human thought processes. We will explore these paradigms and discuss the major ideas underlying language design. We will apply formal methods to analyze the syntax and semantics of programming languages. Several languages will be introduced to illustrate ideas developed in the course. Three class meetings per week. Offered in alternate years.

Requisite: Computer Science 21 or consent of the instructor. Omitted 2003-04.

24. Artificial Intelligence. An introduction to the ideas and techniques that allow computers to perform intelligently. The course will cover both methods to solve "general" problems (e.g., heuristic search and theorem provers) and "expert systems" which solve specific problems (e.g., medical diagnosis). Laboratory work will include introductions to LISP and/or PROLOG and to special AI tools. Other topics will be chosen to reflect the interest of the class and may include: communicating in English, game playing, planning, vision and speech recognition, computers modeled on neurons, learning, modeling of human cognitive processes and the possibility and implications of the existence of non-human intelligence. Four class hours per week. Offered in alternate years.

Requisite: Computer Science 11. Second semester. Professor to be named.

27. Cryptography. Banks, businesses, and governments have long needed the ability to transmit information between computers while preventing eavesdroppers from acquiring the information. With the expansion of electronic commerce on the Internet, individuals need similar assurance that their transactions are private. One way to try to keep information secret is to *encrypt* it before transmitting it. Encryption can also be used to achieve other goals of secure communications, such as permitting "digital signatures" on electronic messages in order to prevent the transmission of fraudulent messages. In this course we will study a variety of encryption schemes, how they can be used, and how secure they are. Topics will include classical cryptosystems, the data encryption standard, public-key cryptography, key escrow systems, and public policy on encryption. Three one-hour lectures per week. Offered in alternate years.

Requisites: Computer Science 21 and one of Mathematics 15, 24, 26, or 28. Omitted 2003-04.

30. Concurrency. We consider the implications of shifting from a single-process model of computation to one comprising two or more processes that interact while running concurrently. Examples of concurrent processes are found inside parallel computers, on distributed systems, and in Internet services. This course will explore problems of concurrency as they arise in several areas of computer science, including models of concurrent computation and their realization in architecture, designing correct protocols and efficient algorithms, developing programming languages to describe concurrency, and writing concurrent programs. Three class hours per week.

Requisites: Computer Science 14 and 21. Second semester. Professor C. McGeoch.

31. Algorithms. This course addresses the design and analysis of computer algorithms. Although theoretical analysis is emphasized, implementation and evaluation techniques are also covered. Topics include: set algorithms such as sorting and searching, graph traversal and connectivity algorithms, string algorithms, numerical algorithms, and matrix algorithms. Algorithm design paradigms will be emphasized throughout the course. The course will end with a discussion of the theory of NP-Completeness and its implications. Four class hours per week.

Requisites: Computer Science 21 and Mathematics 15, 26, or 28 or consent of the instructor. First semester. Professor C. McGeoch.

32. Computer Graphics. This course will explore the algorithms used in creating "realistic" three-dimensional computer images. Major topics will include object representations (polygon meshes, curved surfaces, functional models), rendering algorithms (perspective transformations, hidden-surface removal, reflectance and illumination, shadows, texturing), and implementation techniques (scan conversion, ray tracing, radiosity).

Requisite: Computer Science 21 or consent of the instructor. Omitted 2003-04.

37. Compiler Design. An introduction to the principles of the design of compilers, which are translators that convert programs from a source language to a target language. Some compilers take programs written in a general-purpose programming language, such as C, and produce equivalent assembly language programs. Other compilers handle specialized languages. For instance, text processors translate input text into low-level printing commands. This course examines techniques and principles that can be applied to the design of any compiler. Formal language theory (concerning regular sets and context-free grammars) is applied to solve the practical problem of analyzing source programs.

Topics include: lexical analysis, syntactic analysis (parsing), semantic analysis, translation, symbol tables, run-time environments, code generation, optimization, and error handling. Each student will design and implement a compiler for a small language. Three class hours per week. Offered in alternate years.

Requisites: Computer Science 14 and 21. Second semester. Professor L. McGeoch.

38. Theoretical Foundations of Computer Science. This course covers basic mathematical concepts that are essential in computer science, and then uses them to teach the theory of formal languages and machine models of languages. The notion of computability will be introduced in order to discuss undecidable problems. The topics covered include: regular, context-free and context-sensitive languages, finite state automata, Turing machines, decidability, and computational complexity. Three class hours per week. Offered in alternate years.

Requisites: Computer Science 11 and Mathematics 15, 26 or 28 or consent of the instructor. Omitted 2003-04.

39. Principles of Operating System Design. An introduction to the design and implementation of operating systems. The problem of managing computer resources is complex, and there are significant system design issues concerning process management, input/output control, memory management, and file systems. This course examines these issues and the principles that are the basis of modern operating systems. Topics include: interprocess communication, process scheduling, deadlock avoidance, device drivers, virtual memory, and security. Three class hours per week. Offered in alternate years.

Requisites: Computer Science 14 and 21. First semester. Professor Kaplan.

40. Seminar in Computer Science. In fall 2002 the topic was "Algorithms in the Real World." In many areas of algorithm analysis there is a significant gap between theory and practice. Theoretical bounds on algorithm performance are based on abstract machines, asymptotic behaviors, and worst-case assumptions about input; however, programs run on real computers, typically with highly structured inputs. This course will examine recent efforts to close this gap through development of more realistic models of computation (which incorporate caching and paging strategies) and through experimental research on algorithms. Students will read research papers and carry out small experimental studies on selected algorithms. Two class meetings per week.

Requisite: Computer Science 31. Omitted 2003-04.

77, 78. Senior Departmental Honors. Open to seniors with consent of the Department.

First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

MELLON SEMINAR

The Andrew W. Mellon Professorship is awarded for a three-year period to a member of the faculty whose scholarship and teaching transcend normal disciplinary lines. The Mellon Professor contributes to the continuing process of curriculum revision and revitalization by developing courses or colloquia exploring new ways to teach and learn in his or her area of interest and inquiry.

MUSIC

Professors Kallick, Reck (Chair), and Spratlan; Assistant Professors Sawyer and Schneider; Valentine Professor Móricz† and Members of the Brentano String Quartet and Peabody Piano Trio; Andrew W. Mellon Visiting Assistant Professor Harwood; Lecturer Diehl.

The Music Department offers a full range of courses both for students with previous musical experience and for those coming to the study of music for the first time. Students unfamiliar with music notation are advised to consider Music 01, 05, 17, or 25. Students with little background who are particularly interested in

†On leave first semester 2003-04.

learning to read music should enroll in Music 11. Students familiar with music notation but without extensive theory background should consider Music 05, 12, 17, 25, 65, or 69. Students contemplating a major in music should take the necessary background courses so as to elect Music 31 no later than the fall of their junior year.

Performance Ensemble. Performance ensemble (28Hf, 28 [fall semester], 28H, 28 [spring semester]) is available on a credit or non-credit basis. There is no extra fee charged in either case. Students who wish to participate in any of the department's large ensembles or in a chamber music group or jazz combo should consult the Music Department Coordinator for information regarding the various performing options.

Performance Instruction. Performance Instruction (29H, 29 [fall semester], 30H, 30 [spring semester]) is available on a credit or non-credit basis. A fee is charged in either case. For 2003-04 the fee for each semester course will be \$525, for which the student is fully committed following the 14-day add/drop period. Students who wish to elect performance instruction for credit must meet the criteria outlined under the heading PERFORMANCE on page 239. Those students who elect performance instruction for credit and are receiving need-based scholarship assistance from Amherst College will be given additional scholarship grants in the full amount of these fees. See the Music Department Coordinator for information regarding instructors for this program.

Major Program. The Department offers the major in Music with a concentration in performance, jazz, popular or world music, composition, music theory, music history, music literature and criticism, and opera studies. In consultation with a member of the department, students will determine the most appropriate manner for fulfilling the departmental requirement of eight semester courses. All majors must elect Music 31, 32 and one course designated as a major seminar. A seminar will fulfill this requirement only if elected after the completion of Music 31. Majors are strongly encouraged to elect additional history and theory, particularly Music 21, 22, 23, 33, and 34. In 2003-04, major seminars include Music 33 and 44.

The Department of Music urges all prospective majors to consult with a member of the department so that a satisfactory sequence of courses may be arranged. We urge, as well, that students acquaint themselves with the wide variety of music courses available through Five College Interchange. For example, courses in African-American music are also offered at the University of Massachusetts and Hampshire College and courses in rock 'n' roll and popular music at Smith College. Above all, the Department is committed to helping students put together that program which is most suited to their interests, abilities, and aspirations.

Comprehensive Examination. Majors who are not electing to do honors work must successfully complete a comprehensive examination in the senior year or enroll in Music 44: Music, History, and Ideas (see Music 44 course description for further explanation). (No comprehensive exam is required of students doing honors projects.) Music 44 may not simultaneously fulfill the seminar requirement and comprehensive examination requirement.

Departmental Honors Program. In the senior year students may elect to do honors work—a critical thesis (historical, theoretical, or ethnomusicological), a major composition project, a major opera project, or performance of a full recital. In preparation for this work, a student will ordinarily elect a number of

courses in a field of concentration beyond those required. The thesis course, Music 77-78, should be elected in the senior year. Students interested in the Honors Program should inform the Department of their plans no later than the midpoint of the spring semester in their junior year. An honors proposal must be submitted to the Music Department for approval no later than the end of drop/add in the fall of the senior year.

INTRODUCTORY COURSES

01. Discovering Music. An introductory course designed to teach those with little or no musical background to listen to and write about music with greater understanding. A historical survey of Western art music ranging from Gregorian chant to music of the 1900s will enable students to identify a wide range of styles and genres of vocal and instrumental music. Assignments will emphasize aural analysis and be complemented by the reading of select historical documents. Exams will include listening identification. No musical background necessary. Two class meetings and one listening section per week.

First semester. Professor Schneider.

09. Performance and Analysis I. Members of the class will be assigned to chamber ensembles, representing a range of repertoire from the past and present. Ensembles will include both student and artist musicians, who will prepare works for performance in class sessions and private coachings. Intensive class analysis will serve as the basis of musical expression and interpretation. In 2003-04, the Brentano String Quartet and the Peabody Piano Trio will serve as player/coaches for Music 09 and Music 10. This course is open to singers and instrumentalists. This course may be repeated.

Admission with consent of the instructor. First semester. Professor Kallick and Valentine Professors.

10. Performance and Analysis II. Members of the class will be assigned to chamber ensembles, representing a range of repertoire from the past and present. Ensembles will include both student and artist musicians, who will prepare works for performance in class sessions and private coachings. Intensive class analysis will serve as the basis of musical expression and interpretation. In 2003-04, the Brentano String Quartet and the Peabody Piano Trio will serve as player/coaches for Music 09 and Music 10. This course is open to singers and instrumentalists. This course may be repeated.

Admission with consent of the instructor. Second semester. Professor Kallick and members of the Brentano String Quartet and Peabody Piano Trio.

11. Introduction to Music. This course is intended for students with little or no background in music who would like to develop a theoretical and practical understanding of how music works. Students will be introduced into the technical details of music such as musical notation, intervals, basic harmony, meter and rhythm. Familiarity with basic music theory will enable students to read and perform at sight as well as to compose melodies with chordal accompaniment. Music analyzed and performed during the course will be drawn primarily from the Western tonal tradition. Assignments will include notational exercises, short papers and preparation of music for classroom performance. This course serves as a requisite for many of the music department offerings. Three class meetings and one lab section per week.

First semester. Professor Harwood.

12. Exploring Music. Through composition and performance of our own works and through the analysis of popular masterworks from Bach to Broadway, we will build a solid working understanding of the basic principles of melody and harmony in the Western tradition. Creative assignments will include writing melodies and accompaniments as well as brief exercises solving specific musical problems. We will use our instruments and voices to bring musical examples to life in the classroom. A lab session will provide ear- and musicianship-training. Two class meetings per week.

Requisite: Ability to read music, some experience in singing or playing an instrument, or Music 11. Second semester. Professor Schneider.

14. Klezmer Music: From the Shtetl to the Knitting Factory. Klezmer is the soul music of the Jewish people. Originally the music of the Eastern-European shetls, klezmer music was brought to America in the early twentieth century. The past decade has seen an unprecedented renewal of interest in klezmer. Musicians of diverse backgrounds have joined in the "Klezmer Revival," bringing their music to venues as varied as Carnegie Hall and New York's cutting-edge Knitting Factory. Students will become familiar with the scope of klezmer music by listening to traditional and contemporary recordings and guest performances. Through historical documents, the most current klezmer research, and reading and conducting interviews with musicians, this course will explore klezmer music and culture.

Second semester. Professor Harwood.

15. The Mystery and Magic of J.S. Bach. An exploration of the life and music of J.S. Bach (1685-1750), following his career from Arnstadt to Leipzig and including the great organ works; the keyboard, chamber, and orchestral music from the two-part inventions and *Well-Tempered Clavier* to the *Brandenburg Concertos*; the solo violin and cello works; the cantatas, *St. Matthew Passion*, *B-minor Mass*, and other choral masterpieces; and the unique concepts of *The Musical Offering* and *The Art of the Fugue*. Some musical background and ability to read music. Two class meetings per week.

Second semester. Professor Reck.

17. Germans, Jews, and the Music of Richard Wagner. Richard Wagner (1813-1883) is one of the most controversial artists of all time. Acknowledged even by his opponents as a creative genius of musical theater, he also was a self-proclaimed defender of "German" culture against "Jewish" influence. Wagner was Hitler's favorite composer and his work was celebrated during the Nazi era. Even today a taboo remains on the performance of his music in Israel. In this course we will work toward three goals: first, to acquire a working knowledge of Wagner's operas; secondly, to use this same material as a means of addressing the sensitive historical questions surrounding his legacy; finally, to learn about the artistic choices involved in staging his work today.

First semester. Professors Kallick and Bezucha.

STUDIES IN OPERA AND MUSICAL THEATER

18. Creating Musical Drama. An exploration of how light and music interact to create stage drama in opera and musical theater. The topic changes from year to year.

No previous experience in design or performance is required. Omitted 2003-04. Professor Kallick.

19. Reading Opera. The topic changes from year to year.

Requisite: Music 31 or consent of the instructor. *Fulfills the seminar requirement for the major.* Omitted 2003-04. Professor Kallick.

20. Making Opera. This course explores the theatricalization of musical works with a changing focus from year to year. In 2001-02 we collaborated with professional performers on a stage production of a song cycle and instrumental works by Franz Schubert. Assignments will include listening, viewing of videos, writing about production, attendance at musical theater events, and group projects in direction and design. Two class meetings and one lab session per week.

Admission with consent of the instructor. Omitted 2003-04. Professor Kallick.

STUDIES IN MUSIC HISTORY AND CULTURE

21. Music and Culture I. One of three courses in which music is studied in relation to issues of history, theory, culture, and performance, with the focus of the course changing from year to year. This course is an introduction to European music in the Medieval, Renaissance, and Baroque eras. We will begin by singing Gregorian chant and will go on to cover such topics as the music of the Troubadours, the polyphonic style associated with Notre Dame, the development of musical notation, Renaissance sacred polyphony, madrigals, court dances, and the birth of opera. Throughout the course we will seek to bring the music we study alive by singing and/or playing. We will also host several professional performers of "early music" who will help us understand how this music is likely to have sounded at the time of its creation.

Requisite: Music 12 or consent of the instructor. First semester. Professor Schneider.

22. Music and Culture II: Song. In this participatory course we analyze, interpret, and perform a wide variety of songs, and discuss the human contexts of which they form a part. We will touch on every epoch of Western music history and on various musical traditions, including Broadway, jazz, folk, and blues. The course eventually concentrates on the nineteenth-century art-song, which we will interpret using a combination of literary analysis, musical analysis, and performance issues. Knowledge of a foreign language is desirable. Singers of all kinds, pianists and guitarists especially welcome. Two class meetings per week.

Requisite: Music 12 or consent of the instructor. Limited to 25 students. Omitted 2003-04.

23. Music and Culture III. One of three courses in which music from both Western and world repertoires is studied in relation to pertinent historical, theoretical, and cultural issues. In the third of three courses, musical examples will be selected to give greatest emphasis to historical developments in Western music from circa 1890 to the present. Topics will include, among others, Bartok, Schoenberg, Stravinsky and the socio-political background of musical modernism; Debussy, Satie, Poulenc, Milhaud and the national roots of neoclassicism; Hindemith, Weil, Copland and music as an agent of social change; music as propaganda during World War II; and the aesthetics of socialist realism. Reading of historical documents by composers and critics will be supplemented with selections from related works of fiction. This course may be elected individually or in conjunction with other Music and Culture courses (Music 21 and 22). Two class meetings per week.

Requisite: Reading knowledge of music or consent of the instructor. Omitted 2003-04. Professor Schneider.

24. Music of the Whole Earth. (Also Asian 14.) A survey and exploration of the richness and variety of ways of looking at, organizing, and making sound into what is called music in different parts of the world. The course covers tribal, folk, and classical music systems of Oceania/Polynesia, the Far East, Asia, Europe, the Middle East, Africa, and the Americas. There will be comparative studies of world concepts of melody, harmony, polyphony, timbre, form, ensembles, and the techniques and styles of playing and making instruments.

Limited to 30 students. First semester. Professor Reck.

25. Seminar in World Music: The Musics of Japan. (Also Asian 53.) This course will explore a variety of musics from Japan. After an introduction highlighting the musical diversity of the region, ranging from Buddhist chant and gagaku (a Chinese-derived court music over a thousand years old) to Takarazuka and J-pop, we will focus on selected solo, ensemble, ritual, and theatrical traditions in greater anthropological and musicological depth. The goal of this course is to examine music as a fundamental part of life, showing how distinctly Japanese genres have developed in response to internal social changes and contacts with foreign cultures.

Second semester. Professor Sarkissian of Smith College.

26. Tracking Beethoven. An exploration of the life and works of Ludwig van Beethoven (1770-1827), following his career from Bonn to Vienna and including orchestral works from symphonies to concertos and overtures, chamber music works from string quartets to piano trios and sonatas for piano with violin and with cello, solo piano works from sonatas to variations, and dramatic works, namely, the *Missa Solemnis* and his single operatic work, *Fidelio*. Particular attention will be paid to how Beethoven understood the politics of his era; why, subsequently, his life and music have come to symbolize the heroic struggle for political and artistic freedom; and what strategies composers after Beethoven have employed in responding to Beethoven's almost overbearing prestige.

Requisite: some musical experience or consent of the instructor. Omitted 2003-04. Professor Kallick.

27. Seminar in American Music. The topic changes from year to year. The topic for 2001-02 was: The Beatles and Their Age. An interdisciplinary study of the music of the 1960s focusing upon developments in the music and lyrics—and collective biography—of the Beatles, but also including the roots of early rock (Chuck Berry, Elvis Presley), the folk revival (Pete Seeger, Bob Dylan), West Coast groups (the Beachboys, the Grateful Dead), the British invasion (the Rolling Stones and others), and the innovations in the classical music avant garde. Emphasis upon music as a reflection of and response to the social, artistic, and political upheavals of the time, particularly in relation to the counter-culture and the myth of the aquarian age culminating in Woodstock. Two class meetings per week. Requisite: Some knowledge of music notation or consent of the instructor.

Limited to 40 students. Omitted 2003-04. Professor Reck.

PERFORMANCE

28H, 28. Performance Ensemble. First and second semesters. This course entails the study of music from the perspective of ensemble or combo participation. Repertoire will include those compositions programmed by the director of a particular group in each semester. Work for the course will include thorough preparation of one's individual part, intensive listening preparation, and short

analytical and historical projects. This course will culminate with a public performance. This course may be repeated. Students who wish to elect performance ensemble credit must meet the following criteria:

1. An instrumental or vocal proficiency of at least intermediate level as determined by the Department.
2. Enrollment in one Music Department course, except Music 01, concurrently with the first enrollment of performance ensemble. Students with substantial background in music theory may petition the chair for exemption from this criterion.

Music 28H, 28 may be elected only with the consent of the ensemble directors. This course may be repeated. The following arrangements pertain to the study of performance ensemble at Amherst College:

- a. Unless otherwise arranged with the Department, all performance ensemble courses will be elected as a half course.
- b. Two half courses in performance may be counted as the equivalent of one full course for fulfilling degree requirements. These two half courses must be in the same instrument (or in voice); though not strictly required, the Department urges that the two semesters be consecutive.
- c. A student electing a performance ensemble course may carry four and one-half courses each semester, or four and one-half courses the first semester and three and one-half courses the second semester.
- d. Only with special permission of the Department may students elect more than one performance ensemble in a semester.

29H, 29 (first semester), 30H, 30 (second semester). Performance Instruction. Instruction in performance is available on a credit or non-credit basis. A fee is charged in either case to cover the expense for this special type of instruction. As mentioned above, for 2003-04 the fee for each semester course will be \$525, for which the student is fully committed following the 14-day add/drop period. Those students who elect performance for credit and are receiving need-based scholarship assistance from Amherst College will be given additional scholarship grants in the full amount of these fees. Students who wish to elect performance for credit must meet the following criteria:

1. An instrumental or vocal proficiency of at least intermediate level as determined by the Department.
2. Enrollment in one Music Department course, except Music 01, concurrently with the first semester's enrollment in performance instruction.

Music 29H, 29, 30H, and 30 may be elected only with the consent of the Music Department Coordinator. This course may be repeated. First and second semesters. The following arrangements pertain to the study of performance at Amherst College:

- a. Unless otherwise arranged with the Department, all performance courses will be elected as a half course. Only senior Music Majors preparing a recital may take performance as a full course.
- b. Fifty minutes of private instruction (12 lessons per semester) will be given and regular practice is expected.
- c. Two half courses in performance may be counted as the equivalent of one full course for fulfilling degree requirements. These two half courses must be in the same instrument (or in voice); though not strictly required, the Department urges that the two semesters be consecutive.
- d. A student electing a performance course may carry four and a half courses each semester, or four and a half courses the first semester and three and a half courses the second semester.

- e. Only with special permission of the Department may students elect more than one performance course in a semester.

Students should consult with the Music Department Coordinator to arrange for teachers and auditions. Instruction in performance is also available through the Five Colleges with all of the above conditions pertaining; a student wishing to study under this arrangement must enroll through Five College Interchange.

MUSIC THEORY AND JAZZ

31. Tonal Harmony and Counterpoint. Basic principles of harmonic and contrapuntal technique. Emphasis will be on the acquisition of writing skills. This course is the first of the required music theory sequence for majors. Two class meetings and two ear-training sections per week.

Requisite: Music 12 or consent of the instructor. First semester: Professor Spratlan. Second semester: Professor Schneider.

32. Form in Tonal Music. A continuation of Music 31 and the second of the required music theory sequence for majors. This course will focus on the understanding of musical form in the eighteenth and nineteenth centuries. Topics to be covered will include sonata form, the romantic character piece and eighteenth-century counterpoint. There will be analyses and writing exercises, as well as model compositions and analytic papers. Two class meetings and two ear-training sections per week.

Requisite: Music 31 or consent of the instructor. Second semester. Professor Sawyer.

33. Repertoire and Analysis. A continuation of Music 32. In this course we will study music by a wide variety of nineteenth-century composers, including Schubert, Schumann, Chopin, Liszt, Wagner, Verdi, Musorgsky and Rimsky-Korsakov. Works will be considered from a number of different analytical perspectives including methods current in the nineteenth century and those developed more recently. Comparing analytical methods of the nineteenth and twentieth centuries will enable students to gain a critical perspective on each and to learn about the limits of analysis and interpretation in general. Work will consist of short weekly assignments, papers, and class presentations. Two class meetings and two ear-training sections per week.

Requisite: Music 31 and 32, or consent of the instructor. *Fulfills the seminar requirement for the major.* Second semester. Professor Móricz.

34. Twentieth-Century Music. This course will begin with an examination of turn-of-the-century works by Debussy, Scriabin, and others in the search for crucial stylistic shifts. Our investigation will then focus on five major figures of European modernism: Bartók, Stravinsky, Schoenberg, Berg, and Webern, considering principles of extended tonality and modality, interval-set theory, and 12-tone theory. We shall then study the ways in which these principles play out in the music of American composers, including Ives, Copland, Crumb, and others. Chance techniques, minimalism, and other recent approaches will be studied through the music of Cage, Reich, Boulez, Berio, Ligeti, and the "downtown" aesthetic. The course will include in-class performances, where practical, and guest appearances by visiting composers.

Requisite: Music 31 and 32 or consent of the instructor. Completion of Music 33 would be desirable. *Fulfills the seminar requirement for the major.* Omitted 2003-04. Professor Spratlan.

35. Jazz Theory and Improvisation I. A course designed to explore jazz harmonic and improvisational practice from both the theoretical and applied standpoint. Students will study common harmonic practice of the jazz idiom, modes and scales, rhythmic practices, and consider their stylistic interpretation. Ideally, a chamber-size ensemble will be developed from students in the class. An end-of-semester performance of material(s) studied during the semester will be required of the class. A jazz-based ear training section will be scheduled outside of the regular class times. Two class meetings per week.

Requisite: Music 11 or 12, or equivalent, or consent of the instructor. Limited to 16 students. First semester. Lecturer Diehl.

36. Jazz Theory and Improvisation II. A continuation of Music 35, this course is designed to acquaint students with the theory and application of advanced techniques used in jazz improvisation. Work on a solo transcription will be a main focus throughout the semester. An end-of-semester performance of material(s) studied during the semester will be required of the class. A jazz-based ear training section will be scheduled outside of the regular class times. Two class meetings per week.

Requisite: Music 35 and/or performance experience in the jazz idiom strongly suggested. Musical literacy sufficient to follow a score. Limited to 16 students. Second semester. Lecturer Diehl.

SPECIAL COURSES AND SEMINARS

43. Seminar in Rock 'n' Roll. A study of a variety of topics in Rock 'n' Roll, 1950-2000, including (but not limited to) styles such as Rockabilly, Punk, Psychedelic, Grunge, Heavy Metal, Techno, and Rave. Two class meetings per week.

Requisite: Music 11 or 12, experience performing, knowledge of chords, or consent of instructor. Limited to 12 students. First semester. Professor Reck.

44. Music, History, and Ideas. This course will explore a wide variety of musical compositions, spanning from 1100 to the present. Works will be clustered around a series of topics that illuminate music's continuing connections to prevailing cultural and intellectual ideas in Western thought. Assignments include readings, listening, and viewing with frequent writing assignments and class presentations.

Requisite: Music 31 or consent of the instructor. *Fulfills either the departmental seminar requirement or the comprehensive exam requirement for the major.* Second semester. Professor Kallick.

STUDIES IN COMPOSITION

65. Electroacoustic Composition. This course provides instruction in the use of electronic equipment for composition of music. Topics to be considered include approaches to sound synthesis, signal editing and processing, hard disk recording techniques, sequencing audio and MIDI material, and the use of software for interaction between electronics and live performers. The course will also survey the aesthetics and repertory of electroacoustic music. Assignments in the use of equipment and software as well as required listening will prepare students for a final composition project to be performed in a class concert.

Requisite: Music 31. Limited to 10 students. First semester. Professor Sawyer.

67. Song Writing. The writing of songs based upon a study of the works of past masters in a variety of genres and idioms, including George and Ira Gershwin,

Chuck Berry, John Lennon/Paul McCartney, Bob Dylan, and others. Two class meetings per week.

Requisite: A composition course with much individual attention. Students should have some background in music performance, chords, or writing. Limited to 8 students. Omitted 2003-04. Professor Reck.

69. Composition I. This course will explore compositional techniques that grow out of the various traditions of Western art music. Innovations of twentieth-century composers in generating new approaches to melody and scale, rhythm and meter, harmony, instrumentation, and musical structure will be examined. The course will include improvisation as a source of ideas for written compositions and as a primary compositional mode. Instrumental or vocal competence and good music reading ability are desirable. Assignments will include compositions of various lengths and related analytical projects. Two class meetings per week.

Requisite: Music 11 or 12, or consent of the instructor. Limited to 15 students. First semester. Professor Spratlan.

71. Composition Seminar I. Composition according to the needs and experience of the individual student. One class meeting per week and private conferences. This course may be repeated.

Requisite: Music 69 or the equivalent, and consent of the instructor. First semester. Professor Sawyer.

72. Composition Seminar II. A continuation of Music 71. One class meeting per week and private conferences. This course may be repeated.

Requisite: Music 71 or the equivalent and consent of the instructor. Second semester. Professor Sawyer.

DEPARTMENTAL HONORS AND SPECIAL TOPICS

77, 77D, 78, 78D. Senior Departmental Honors. Advanced work for Honors candidates in music history and criticism, music theory, ethnomusicology, composition, or performance. A thesis, a major composition project or a full-length recital will be required. No student shall elect more than one semester as a double course. A double course or a full course.

First and second semesters.

97, 97H, 98, 98H. Special Topics. Independent Reading Course. Full or half course. First and second semesters.

RELATED COURSE

The Birth and Growth of Bebop, 1938-1950. See Black Studies 53.

Second semester. Lecturer Diehl.

NEUROSCIENCE

Advisory Committee: Professors S. George (Chair) and Raskin*, Assistant Professors Baird and Turgeon.

Neuroscience seeks to understand behavior and mental events by studying the brain. The interdisciplinary Neuroscience major at Amherst is designed for

*On leave 2003-04.

those students who wish either to have the breadth of experience this program provides or to prepare for graduate study.

Major Program. Each student, in consultation with a member of the Advisory Committee, will construct a program that will include a basic grounding in biology, chemistry, mathematics, and psychology, as well as advanced work in some or all of these disciplines.

The major is organized into basic, core, and elective courses.

1. The program will begin with the following basic courses: Mathematics 11; Chemistry 11 or 15, 12 and 21; and Biology 19. Physics 16 and 17 or 23 and 24 are recommended.
2. All majors will take three core Neuroscience courses: Neuroscience 26, Biology 30 and Biology 35.
3. Each student will select three additional elective courses in consultation with his or her advisor. A list of approved courses is available from any member of the Advisory Committee.

The large number of courses required for the major makes it necessary for a prospective Neuroscience major to begin the program early (with Chemistry 11 and Mathematics 11 in the first semester of the first year). A student considering a Neuroscience major should also consult early in his or her academic career with a member of the Advisory Committee. All senior majors will participate in the Neuroscience Seminar, which includes guest speakers and student presentations; attendance and participation constitute the senior comprehensive exercise in Neuroscience.

26. Introduction to Neuroscience. (Also Psychology 26.) An introduction to the structure and function of the nervous system, this course will explore the neural bases of behavior at the cellular and systems levels. Basic topics in neurobiology, neuroanatomy and physiological psychology will be covered with an emphasis on understanding how neuroscientists approach the study of the nervous system.

Requisite: Psychology 12 or 15 or Biology 18 or 19. Limited to 36 students. Second semester. Professors George and Turgeon.

Departmental Honors Program. Candidates for the degree with Honors should elect Neuroscience 77 and 78D in addition to the above program. An Honors candidate may choose to do Senior Departmental Honors work with any faculty member from the various science departments who is willing to direct relevant thesis work.

77, 78D. Senior Departmental Honors. Research in an area relevant to neuroscience, under the direction of a faculty member, and preparation of a thesis based upon the research.

Full course first semester. Double course second semester. The Committee.

97, 97H, 98, 98H. Special Topics. Independent Reading. Full or half course. First and second semesters.

PHILOSOPHY

Professors A. Georget, Gentzler, Kearns, and Vogel; Professor Emeritus Kennick; Associate Professor J. Moore (Chair); Assistant Professor Shah; Visiting Assistant Professor Smith.

†On leave first semester 2003-04.

An education in philosophy conveys a sense of wonder about ourselves and our world. It achieves this partly through exploration of philosophical texts, which comprise some of the most stimulating creations of the human intellect, and partly through direct and personal engagement with philosophical issues. At the same time, an education in philosophy cultivates a critical stance to this elicited puzzlement, which would otherwise merely bewilder us.

The central topics of philosophy include the nature of reality (metaphysics); the ways we represent reality to ourselves and to others (philosophy of mind and philosophy of language); the nature and analysis of inference and reasoning (logic); knowledge and the ways we acquire it (epistemology and philosophy of science); and value and morality (aesthetics, ethics, and political philosophy). Students who major in philosophy at Amherst are encouraged to study broadly in all of these areas of philosophy.

Students new to philosophy should feel comfortable enrolling in any of the entry-level courses numbered 11 through 29. Thirty-level courses are somewhat more advanced, typically assuming a previous course in philosophy. Courses numbered 40 through 49 concentrate on philosophical movements or figures. Sixty-level courses are seminars and have restricted enrollments, a two-course prerequisite, and are more narrowly focused. No course may be used to satisfy more than one requirement.

All students are welcome to participate in the activities of the Philosophy Club.

Major Program. To satisfy the comprehensive requirement for the major, students must pass **nine** courses, exclusive of Philosophy 77 and 78. Among these nine courses, majors are required to take:

- (1) three courses in the History of Philosophy: Philosophy 17 and 18, and a course on a Major Figure or Movement (i.e., a 40-level course);
- (2) one course in Logic (Philosophy 13, or Mathematics 34, or the equivalent);
- (3) one course in Moral Philosophy (Philosophy 34 or 38);
- (4) one course in Theoretical Philosophy (i.e., Philosophy 30, 32, 33, 35, 36, 37, or 50); and
- (5) one seminar (i.e., a 60-level course).

Departmental Honors Program. Candidates for Honors in Philosophy must complete the Major Program and the Senior Honors sequence, Philosophy 77 and 78. Admission to Philosophy 78 will be contingent on the ability to write an acceptable honors thesis as demonstrated, in part, by performances in Philosophy 77 and by a research paper on the thesis topic (due in mid-January). The due date for the thesis falls in the third week of April.

11. Introduction to Philosophy. An examination of basic issues, problems, and arguments in philosophy, e.g., proofs for the existence of God, the nature of morality, free will and determinism, the relationship between the mind and the body, knowledge and the problem of skepticism. Discussions will take place in the context of readings from classical and contemporary philosophers.

Limited to 25 students. One section to be taught first semester. Professor Smith. Two sections to be taught second semester. Section 1: Professor Smith. Section 2: Professor Kearns.

13. Logic. "All philosophers are wise and Socrates is a philosopher; therefore, Socrates is wise." Our topic is this *therefore*. We shall expose the hidden structure of everyday statements on which the correctness of our reasoning turns. To aid us, we shall develop a logical language that makes this underlying structure more perspicuous. We shall also examine fundamental concepts of logic and use them to explore the logical properties of, and relations between, statements.

This is a first course in formal logic, the study of correct reasoning; no previous philosophical, mathematical, or logical training is needed.

Second semester. Professor George.

17. Ancient Philosophy. An examination of the origins of Western philosophical thought in Ancient Greece. We will consider the views of the Milesians, Heraclitus, Parmenides, Protagoras, Socrates, Plato and Aristotle. Particular attention will be paid to questions about the nature, sources, and limits of human knowledge; about the merits of relativism, subjectivism, and objectivism in science and ethics; about the nature of, and relationship between, obligations to others and self-interest; and about the connection between the body and the mind.

Limited to 30 students. First semester. Professor Gentzler.

18. Early Modern Philosophy. A survey of European philosophy in the seventeenth and eighteenth centuries with emphasis on Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant. Reading and discussion of selected works of the period.

Limited to 50 students, preference to Amherst College students. Second semester. Professor Vogel.

20. Paradoxes. A paradox arises when unimpeachable reasoning leads from innocuous assumptions to an outrageous conclusion. A paradox brings us up short. Where did we go wrong? Were our assumptions less innocent than we supposed? Was our reasoning subtly fallacious after all? Must we alter our view of the world to make room for the formerly unacceptable conclusion? Or must we acknowledge an irresolvable conflict within reason itself? Paradoxes are not puzzles, but, at their best, goads to greater clarity and deeper thought. We shall explore a spree of philosophical topics (including time, motion, the past, the future, causation, infinity, truth, belief, the will, action, faith) via reflection on a range of paradoxes, ancient and modern, authentic and counterfeit.

Limited to 25 students. Preference will be given to those who have not already had a course in Philosophy. Omitted 2003-04. Professor George.

21. Moral Problems. A philosophical examination of the moral dimension of everyday life. Topics will include guilt, shame, despair, dread, resentment, greed, pride, cowardice, sloth, lying, procrastinating, succumbing to temptation and failing oneself. Readings will be selections from the works of ethical theorists and moral psychologists in the Western philosophical tradition, from Presocratics to contemporary writers.

Limited to 30 students. First semester. Professor Smith.

23. Health Care Ethics. U.S. citizens are currently faced with many important decisions about health care policy. Who should have access to health care and to which services? Should physician-assisted suicide be legalized? Should AIDS be treated differently from other sorts of communicable diseases? Should we be allowed to clone ourselves, sell our organs, rent our wombs, or use genetic information to engineer the features of future generations? These issues, in turn, raise basic philosophical questions. What is the nature of rights? Do we, for example, have a basic right to health care, to genetically related children, to privacy, or to authority about the timing and manner of our deaths? These issues also raise questions about the relative weight and nature of various goods—e.g., life, pain relief, health, offspring, autonomy, privacy, and virtue. Finally, these issues raise questions about the nature of rationality. Is it possible to reach rational decisions about ethical matters, or is ethics merely subjective? What is the purpose of moral “theory”? Do different moral theories—e.g., utilitarian, Kantian,

care-based—yield different results? If so, how can we decide between different moral theories?

Limited to 30 students. Second semester. Professor Gentzler.

25. Political Philosophy. Analytic philosophers of the 20th century discovered powerful methods of illustrating the radically public nature of language, intentional action, and even thoughts and emotions. Drawing on Wittgenstein's *Philosophical Investigations* and contemporary discussions of joint-intentional action, we will take a new look at classic philosophical debates about coercion, justice, crime and punishment, leaders and followers, war, class, law, and the state.

Limited to 30 students. Omitted 2003-04. Professor Smith.

28. Choice, Chance and Conflict. Life is a risky and competitive business. As individuals, we constantly confront choices involving chancy and uncertain outcomes. And our institutional decisions (e.g., in government and business) are often complicated by the competing interests of the individuals involved. Are there any general, rational procedures for making individual and institutional choices that involve chance and conflict? Positive answers to this question have been proposed within decision theory, game theory, and social choice theory. This course will provide an introduction to these theories and their philosophical foundations. Topics may include the following: different conceptions of probability, utility, and rationality; weakness of the will; the problems of induction; the justification of proposed rules for rational decision making under uncertainty and risk; the justification of various voting procedures and other methods of determining group interests from the competing interests of individuals within the group.

First semester. Professor Moore.

30. Freedom and Responsibility. Are we free? An absence of external constraint seems to be necessary for freedom, but is it enough? Can obsessions, addictions, or certain types of ignorance threaten our freedom? Some philosophers have argued that if our actions are causally determined, then freedom is impossible. Others have argued that freedom does not depend on the truth or falsity of causal determinism. Is freedom compatible with determinism? Must we act freely in order to be responsible for our actions? Is freedom of action sufficient for responsibility? Are the social institutions of reward and punishment dependent for their justification upon the existence of responsible, free agents? We will attempt to determine the nature of persons, action, freedom and responsibility in an effort to answer questions such as those posed above.

Requisite: One course in Philosophy or consent of the instructor. Second semester. Professor Gentzler.

31. Issues in Aesthetics. A critical examination of selected theories of the nature of art, expression, creativity, artistic truth, aesthetic experience, interpretation and criticism. Special emphasis is placed on the thought of modern philosophers and critics.

Requisite: One course in Philosophy or consent of the instructor. Omitted 2003-04. Professor Smith.

32. Metaphysics. Metaphysics concerns itself with basic and fundamental questions about the nature of reality. At its most general, metaphysics asks how we should distinguish appearance from reality, how we should understand existence, and what general features are had by reality and by the entities that exist as part of it. We will examine these questions, as well as other central issues in metaphysics. Additional topics may include: causation, change, identity, substances and properties, space and time, abstract objects like numbers and

propositions, possibility and necessity, events, essences, and freedom of the will. Readings will be drawn primarily from contemporary sources.

Requisite: One course in Philosophy or consent of the instructor. Omitted 2003-04. Professor Moore.

33. Philosophy of Mind. An introduction to philosophical problems concerning the nature of the mind. Central to the course will be the mind-body problem. Here we will be concerned with the question of whether there is a mind (or soul or self) that is distinct from the body, and the question of how thought, feelings, sensations, and so on, are related to states of the brain and body. In connection with this, we will consider, among other things, the nature of consciousness, mental representation, and persons.

Requisite: One course in Philosophy. First semester. Professor Moore.

34. Normative Ethics. We will be concerned to see whether there is anything to be said in a principled way about right and wrong. The core of the course will be an examination of three central traditions in ethical philosophy in the West, typified by Aristotle, Immanuel Kant, and John Stuart Mill. We will also look at contemporary discussions of the relation between the demands of morality and those personal obligations that spring from friendships, as well as recent views about the nature of personal welfare.

Requisite: One course in Philosophy or consent of the instructor. Limited to 25 students. First semester. Professor Shah.

35. Theory of Knowledge. A consideration of some basic questions about the nature and scope of our knowledge. What is knowledge? Does knowledge have a structure? What is perception? Can we really know anything at all about the world?

Requisite: One course in Philosophy or consent of the instructor. Second semester. Professor Vogel.

36. Philosophy of Language. "Caesar was stabbed." With those words, I can make a claim about someone who lived in the distant past. How is that possible? How do our words succeed in picking out particular portions of reality, even ones with which we have had no contact? How does language enable us to convey thoughts about everything from Amherst College, to the hopes of a friend, to the stars beyond our galaxy? What *are* the thoughts, or the meanings, that our words carry? And whatever they turn out to be, how do they come to be associated with our words: through some mental activity on our part, or instead through our use of language? We will explore these and other philosophical questions about language through a reading of seminal works by 20th century thinkers.

Requisite: One course in Philosophy. Omitted 2003-04. Professor George.

37. Introduction to the Philosophy of Science. Science, as we are told, has dominated the lives of human beings for centuries. But what is science? How does it differ from common sense or from religion? People talk about "the scientific method," but what is it? It is said to be based on observation, but what is observation? And how can our observations justify claims about what we cannot observe? What is a scientific theory? What is a law of nature? What is the goal of science? To predict? To explain? What is it to explain something, anyway? And how does science explain? Are explanations in science like explanations in history? For that matter, are explanations in physics like those in psychology? Science is often held up as the paragon of rationality and objectivity. But what is it to be rational or objective? Are choices among competing scientific theories

fully rational? Is science opposed to “the humanities”? Are there such things as scientific values? If so, are they antagonistic to the values of freedom and justice, or to those of particular groups, such as women?

Requisite: One course in Philosophy or consent of the instructor. Omitted 2003-04. Professor George.

38. What Is Morality About? When we assert that murder is wrong, what are we saying? Are we describing some aspect of a moral realm that exists independently of what humans think and do? If so, how do we gain access to this realm (do we have moral antennae or ethical telescopes?), and what is the relation between truths in this realm and those in the ordinary world of mental and physical entities? On the other hand, if we are not talking about independent moral facts when we call an action wrong, what are we doing? Are we saying anything meaningful at all, or are we merely expressing emotions?

Requisite: One course in Philosophy or consent of the instructor. Limited to 25 students. Second semester. Professor Shah.

40. Plato. A close examination of some of the major dialogues of Plato. Primary emphasis will be on interpreting and assessing the philosophical positions that are articulated in these dialogues concerning the nature of the good life, knowledge, and reality.

Requisite: One course in Philosophy or consent of the instructor. Limited to 25 students. First semester. Professor Gentzler.

41. Nietzsche. A careful reading of *Beyond Good and Evil*, *The Gay Science*, *On The Genealogy of Morals*, *Ecce Homo*, selections from *The Will to Power*, and finally *Thus Spoke Zarathustra*.

Requisite: Philosophy 17 or 18. Not open to first-year students. Limited to 25 students. Second semester. Professor Smith.

43. Introduction to Twentieth-Century Philosophy. We will examine and discuss some of the most significant contributions to Western philosophy over the past hundred years. The course will draw on both the analytical and Continental traditions, emphasizing the commonalities as well as differences between them. We will read works by figures such as Frege, Husserl, Carnap, Heidegger, Wittgenstein, Quine, and Derrida.

Requisite: Philosophy 18 or consent of the instructor. Limited to 30 students. Omitted 2003-04. Professor Vogel.

44. Kant. An examination of the central metaphysical and epistemological doctrines of the *Critique of Pure Reason*, including both the historical significance of Kant's work and its implications for contemporary philosophy.

Requisite: Philosophy 18 or consent of the instructor. First semester. Professor Vogel.

48. Quine, Wittgenstein and Philosophy's End. W.V. Quine (American, 1908-2000) and Ludwig Wittgenstein (Austrian, 1889-1951) changed the course of philosophy in the 20th century. Through their work on language and logic, they offered novel and powerful reconceptions of philosophy, its ends and methods. In the process, they left many wondering whether much was left of philosophy as it had been traditionally pursued, whether it had in a sense come to an end. An intensive immersion in the writings of Quine, Wittgenstein, and those who inspired them.

Requisite: Two courses in Philosophy or consent of the instructor. Omitted 2003-04. Professor George.

49. Aristotle. For hundreds of years, Aristotle was known simply as "The Philosopher." Indeed, in many ways Aristotle defined the scope and methods of Western Philosophy. We will consider Aristotle's reasons for fixing the boundaries of philosophy where he did. In addition, we will examine Aristotle's main doctrines concerning language and reality, scientific method and the structure of scientific knowledge, the nature of "things," the nature of life and living organisms, the relationship between soul and body, the nature of human action, the connection between human virtue and happiness, and the ways in which his views are based on, and challenge, our ordinary ways of regarding the world around us.

Requisite: One course in Philosophy or consent of the instructor. Omitted 2003-04. Professor Gentzler.

50. Philosophy of Mathematics. Mathematics is often thought to be the paragon of clarity and certainty. However, vexing problems arise almost immediately upon asking such seemingly straightforward questions as: "What is the number 1?" "Why can proofs be trusted?" "What is infinity?" "What is mathematics about?" During the first decades of the twentieth century, philosophers and mathematicians mounted a sustained effort to clarify the nature of mathematics. The result was three original and finely articulated programs that seek to view mathematics in the proper light: logicism, intuitionism, and finitism. The mathematical and philosophical work in these areas complement one another and indeed are, to an important extent, intertwined. For this reason, our exploration of these philosophies of mathematics will examine both the philosophical vision that animated them and the mathematical work that gave them content. In discussing logicism, we will focus primarily on the writings of Gottlob Frege. Some indication of how the goal of logicism—the reduction of mathematics to logic—was imagined to be achievable will also be given: introduction to the concepts and axioms of set theory, the set-theoretic definition of "natural number," the Peano axioms and their derivation in set theory, reduction of the concepts of analysis to those in set theory, etc. Some of the set-theoretic paradoxes will be discussed as well as philosophical and mathematical responses to them. In the section on intuitionism, we will read papers by L.E.J. Brouwer and Michael Dummett, who argue that doing mathematics is more an act of creation than of discovery. This will proceed in tandem with an introduction to intuitionistic logic, which stands in contrast to the more commonly used classical logic. Finally, we will discuss finitism, as articulated in the writings of David Hilbert, who sought to reconcile logicism and intuitionism. Students will then be taken carefully through Gödel's Incompleteness Theorems and their proofs. The course will conclude with an examination of the impact of Gödel's work on Hilbert's attempted reconciliation, as well as on more general philosophical questions about mathematics and mind.

Requisite: Philosophy 13 or Mathematics 34 or consent of the instructors. Second semester. Professors George and Velleman.

60. Seminar: Topics in Contemporary Philosophy. The topics to be discussed will vary from year to year. We will examine and engage issues that are the focus of some of the most significant and probing recent work in philosophy. This seminar is not a survey, but will instead concentrate on two or three of the following: the nature of possibility and necessity and the status of "possible worlds," identity over time, causation and laws of nature, rules and rule-following, color, self-knowledge, concepts and conceptual knowledge, truth, and the relation between mind and world. Readings will be drawn from the work of figures such as Quine, Kripke, Lewis, Davidson, Stalnaker, Evans, McDowell, and Field.

Requisite: Two courses in philosophy or consent of the instructor. Some background in logic (Philosophy 13 or the equivalent) would be helpful. Limited to 15 students. First semester. Professor Vogel.

61. Seminar: Skepticism. The topics change from year to year. Some of the most interesting and most characteristic work in recent philosophy has been concerned with the problem of skepticism about the external world, i.e., roughly, the problem of how you know that your whole life isn't merely a dream. We will critically examine various responses to this problem and, possibly, consider some related issues such as relativism and moral skepticism. There will be readings from authors such as Wittgenstein, Moore, and Austin, and philosophers working today such as Dretske and Putnam.

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. Omitted 2003-04. Professor Vogel.

62. Seminar: Rights. A philosophical examination of rights—natural, human, moral and legal—including such questions as: What are rights? What is their ontological status? Are any (or all) rights universal and objective? How, if at all, are rights-claims to be justified or validated? What is the function of rights and rights-talk within various normative regimes or discourses? How are rights similar to, and different from, other aspects of the normative world? Might such things as animals, forests, and the environment have rights?

Readings will be drawn from a variety of historical, religious, philosophical and political traditions and perspectives including some that contend vigorously in support of rights and their alleged importance in our normative lives and others that are less sanguine (even skeptical) about rights.

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. Omitted 2003-04. Professor Kearns.

63. Seminar: Morality and the Demands of Friendship. Your friend and a stranger are both drowning, and you can save only one of them. Whom should you save? Common-sense moral intuition tells us not only that it is permissible, but even that it is obligatory to save our friend. Furthermore, common-sense tells us that our reason for saving our friend ought to be simply that our friend is drowning. However, neither of the two most popular ethical theories, consequentialism and Kantianism, seems able to account for the correctness of action for the sake of friendship. In this seminar we will examine this tension and the possibilities for reconciling the value of friendship with ethical theory.

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. Omitted 2003-04. Professor Shah.

64. Seminar: Ethics and Metaphysics of Belief. How can mental states represent, or be "about," things and states of affairs outside the mind? And more generally, how can one part of the world—a mind, an utterance, an inscription, or even a fuel gauge—represent or carry information about the way things are in another part of the world? This question has, in one form or another, worried and exercised many great philosophers.

Much contemporary research, including that of the seminar instructors, has focused on the nature of belief, which is thought to be central to our mental functioning. Some of the most interesting and pressing questions about the nature of belief push up simultaneously against both its metaphysical and its normative or broadly ethical features. In this seminar we will explore this ethical-metaphysical mix by investigating questions such as those that follow. (1) Naturalism: Can representational capacities of belief be reduced to, or explained entirely in terms of, "naturalistically acceptable"

relations like causation and biological purpose? Or will any workable account appeal, at some point, to conditions that are ideal, optimal or in some way normative? (2) Externalism: In what ways, if any, are a subject's particular beliefs determined by the natural environment or the socio-linguistic community, of which she is a part? (3) Holism: To what degree do our beliefs depend upon one another for their existence and individuation? Would such dependence be problematic? (4) Pragmatism: Should our beliefs be guided entirely by evidence, or (as William James once argued) should our passions also play a role? And is this dispute itself to be resolved on moral, prudential, epistemic, or some other grounds? (5) Voluntarism: Does it even make sense to talk about how we ought to regulate our beliefs, given that it seems that we cannot place our beliefs under the direct control of our wills?

Requisite: Two courses in Philosophy or consent of the instructors. Limited to 15 students. Second semester. Professors Moore and Shah.

65. Seminar: Consciousness. Many philosophers regard the mind as entirely physical: according to "materialism," mental states and events are nothing more than complex arrangements of the natural properties and processes we find in inanimate portions of reality. The most trenchant problem for such philosophers has been to provide a materialistically adequate explanation or understanding of human consciousness. How, asks the non-materialist, can the "raw feel" of an intense toothache, the taste of a good Merlot, the "rich" experiential quality of a violin, or the inner life of a bat be fully understood as nothing more than a complex arrangement of physical particles? Isn't there some aspect of consciousness that will elude any materialist analysis? This seminar will focus on recent materialist attempts to meet consciousness-based objections of this type. In examining the contemporary debate, we will discuss the following questions: What is the relation between consciousness and self-consciousness (i.e., the capacity of the mind to reflect upon itself)? Are there connections between language and consciousness, and between consciousness and moral considerability? Can functionalist versions of materialism accommodate the possibility of "color-spectrum inversion"? Is the special introspective access we have to our own mental states infallible or self-intimating? Is introspection a perceptual faculty like vision?

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. Omitted 2003-04. Professor Moore.

66. Seminar: Threats to Morality. Unlike other types of anxiety that philosophers try to induce (e.g., How can I know that my hand exists? Do numbers really exist?), the status of morality is something that almost everyone seems to worry about. Moral relativism is not merely a position taken up by some fictional philosophical character but is widely advocated throughout the humanities. In this seminar we will see if there is anything to be said on behalf of moral relativism. We will discuss questions such as: Is moral relativism a coherent position? Is there a cogent argument that takes us from the widely recognized fact of cultural diversity to the conclusion that there are no universal moral truths? Does a scientific view of the universe make room for moral facts?

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. First semester. Professor Shah.

67. Seminar: Ethics of Belief. W.K. Clifford claims, "It is wrong always, everywhere, and for anyone, to believe anything upon insufficient evidence." William James, on the other hand, claims that under certain circumstances the determination of belief ought to be guided by our passions, not evidence. What is

at issue between James and Clifford? How are we to go about rationally adjudicating this dispute? Is it to be resolved on moral, prudential, epistemic, or some other grounds? Is this a genuine factual dispute, or are our opinions about this matter an expression of our own normative attitudes? Does it even make sense to talk about how we ought to regulate our beliefs, given that it seems that we cannot place our beliefs under the direct control of our wills? In examining these questions, we will seek illumination by looking at parallels between theoretical and practical reason. Familiarity with any of the following would be helpful: metaethics, philosophy of action, philosophy of mind, and epistemology.

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. Omitted 2003-04. Professor Shah.

77. Senior Departmental Honors. Required of candidates for Honors in Philosophy. Directed research culminating in a substantial essay on a topic chosen by the student and approved by the Department.

Open to seniors with consent of the Department. First semester. The Department.

78. Departmental Honors Course. Required of candidates for Honors in Philosophy. The continuation of Philosophy 77. In special cases, subject to approval of the Department, a double course.

Open to seniors with consent of the Department. Second semester. The Department.

97, 98. Special Topics. Independent Reading Course. Reading in an area selected by the student and approved in advance by a member of the Department.

Admission with consent of the instructor. First and second semesters.

RELATED COURSES

Natural Philosophy: The Conceptual Puzzles of the Quantum World. See Colloquium 24.

Omitted 2003-04. Professors Vogel and Jagannathan.

Artificial Intelligence. See Computer Science 24.

First semester. Professor to be named.

The Image of Law in Social and Political Thought. See Law, Jurisprudence and Social Thought 26.

Second semester. Professor Kearns.

Modern Classics in Political Philosophy. See Political Science 28.

Omitted 2003-04. Professor Mehta.

Ancient Political Philosophy. See Political Science 49.

First semester. Visiting Lecturer Berkowitz.

Issues in Buddhist Philosophy. See Religion 72.

Limited enrollment. Omitted 2003-04.

PHYSICAL EDUCATION

Professors Gooding (Chair), Morgan, and Thurston; Coaches Arena, Bagwell, Cowperthwait, Everden, Faulstick, Hixon, McBride, Mills, Nedeau, Nichols, Paradis, Robson, and Schur.

The courses in Physical Education are available to all Amherst College students and members of the College community. All courses are elective, and although there is no academic credit offered, transcript notation is given for successful completion of all courses.

Courses are offered on a quarter basis, two units per semester, and one unit during the January interterm. Classes are offered on the same time schedule as all academic courses. Students are encouraged to enroll in courses that interest them and may obtain more information about the Physical Education Program from the Department of Physical Education and Athletics.

In an attempt to meet the needs and interests of the individual student, the Department offers the following:

1. **Physical Education Courses.** In these courses, the basic skills, rules and strategy of the activity are taught and practiced. This program emphasizes individual activities which have value as lifelong recreational pursuits.
2. **Recreational Program.**
 - (a) **Organized Recreational Classes**, in which team sports are organized, played, and supervised by Physical Education Department personnel, and
 - (b) **Free Recreational Scheduling**, where the Department schedules, maintains and supervises facilities and activities for members of the College community, i.e., recreational golf, skating, squash, swimming and tennis.

A detailed brochure concerning all programs is available upon request from the Department of Physical Education. Details concerning the College's physical education and athletic programs also appear in the *Student Handbook*.

PHYSICS

Professors Hilborn*, Hunter, Jagannathan (Chair), and Zajonc; Assistant Professors Friedman, Hall, and Loinaz*.

The Physics Department is implementing changes to the content, sequencing and numbering of its courses during the academic years 2002-03 and 2003-04. The changes are of interest primarily to students planning a major in the subject, but other science students should also take note of the offerings during the transition years. Students and their advisors are urged to consult a member of the department if they have questions about the description given below.

Physics is the study of the natural world emphasizing an understanding of natural phenomena and technological processes in terms of fundamental interactions and basic physical laws. As such, physics both underlies all of the natural sciences and pervades contemporary approaches to the study of the universe (astronomy and astrophysics), living systems (biophysics and neuroscience), chemistry (chemical physics), and earth systems (geophysics and environmental science) while expanding traditional physics studies of the fundamental structure and behavior of matter and energy. In addition, the relationship of physics to mathematics is deep, complex and rich. To reflect the broad range of activities pursued by people with training in physics, the department has developed a curriculum that provides a solid background in the fundamentals of physics while allowing some flexibility, particularly at the upper level, for students' interests in astronomy, biology, chemistry, computer science, geology, mathematics and neuroscience. The core physics program provides a course

*On leave 2003-04.

of study for those who are interested in physics as a liberal arts major, with career plans in diverse fields such as law, medicine, business and education. The department also provides a number of upper-level electives to deepen the background of those students intending to pursue careers in physics and closely related technical fields.

The sequence Physics 16, 17 may be taken by students who require two semesters of physics with laboratory. Mathematics 11 is a co-requisite for Physics 16. There is no additional mathematics requirement for Physics 17.

For students interested in majoring in physics, there is a choice between two introductory sequences—Physics 16 and 17 or Physics 23 and 24. The general content of these two sequences is similar, but the mathematical levels are different. Mathematics 11 is a requisite for Physics 23, and Mathematics 12 is a requisite for Physics 24. Hence students who wish to major in physics after completing Physics 16 or both Physics 16 and 17 should also complete Mathematics 12 before taking courses numbered Physics 24 or higher.

Major Program. Physics majors in the classes of '04 and '05 are likely to have embarked on the program under the old scheme. They will be required to complete Mathematics 11, 12 and 13, and Physics 32, 33, 34, 35, 42, 47 and 48. During the transition years it is possible, where appropriate, for these students to substitute courses from the new scheme for some of the courses of the old scheme; students who have a need to do that should consult the Chair.

Students from the class of '06 and later classes who wish to major in physics are required to take Mathematics 11 and 12, and Physics 16 or 23, 17 or 24, 25, 26, 27, 30 (or Chemistry 43), 43, 47 and 48. Students may petition the Department to substitute an upper-level course in a related discipline for a required upper-level departmental course. Students planning a career in physics should seriously consider taking one or more electives in physics and mathematics. Physics 52 is an advanced course in electromagnetic theory and will follow the required intermediate course on the subject, Physics 47; similarly, Physics 53, an advanced course in quantum mechanics, will follow Physics 48. Physics 70 offers the opportunity for advanced laboratory experience, and Physics 60 is a course on General Relativity. Not all these electives may be offered every year, and from time to time, the department may offer other upper-level electives.

All Physics majors must take a written comprehensive examination in the second semester of their senior year, which they must pass as a requirement for graduation as a major.

General Education Physics Courses. The Physics Department offers a variety of courses for students not majoring in the sciences. Typically these courses do not assume any background beyond high-school mathematics. Physics 10 is on Electronics; Physics 12 is a course on Light, Color and Vision; Physics 13 presents an understanding of modern technological devices based on a few simple principles of physics; Physics 14 is an introduction to Special Relativity; and Physics 22 is a course on the Physics of Sound and Music. In most years, the department teaches some of these courses.

Departmental Honors Program. Students who wish to receive departmental Honors should enroll in Physics 77 and 78D in addition to completing the other requirements for the major. At the end of the first semester of the senior year the student's progress on the Honors problem will determine the advisability of continuation in the Honors program.

The aim of Departmental Honors work in Physics is to provide the student an opportunity to pursue, under faculty direction, in-depth research into a project

in experimental and/or theoretical physics. Current experimental areas of research in the department include atomic and molecular physics, precision measurements and fundamental symmetries, Bose-Einstein condensation, ultra cold collisions, the quantum-classical frontier, non-linear dynamics, and phase transitions. Theoretical work is primarily in the area of High Energy and Elementary Particle physics, but faculty members pursue studies in quantum computers, foundations of quantum mechanics, and classical gravitation theory. In addition to apparatus for projects closely related to the continuing experimental research activity of faculty members, facilities are available for experimental projects in many other areas. Subject to availability of equipment and faculty interest, Honors projects arising out of students' particular interests are encouraged. Students must submit a written thesis on the Honors work a few weeks before the end of their final semester (in late April for spring graduation). Students give a preliminary presentation of their work during the first semester, and a final presentation at the end of the second semester. In addition, they take oral examinations devoted primarily to the thesis work.

The departmental recommendation for the various levels of Honors will be based on the student's record, Departmental Honors work, Comprehensive Examination and oral examination on the thesis.

10. Electronics. This is a hands-on course to help build basic understanding and intuition for the modern-day electronic devices and circuits that are integral to many aspects of our research, work and play. After investigating the electrical characteristics of electronic components, including discrete semiconductor devices and integrated circuits (ICs), we will go on to build and analyze both analog and digital circuits, gaining insight into electronic control devices, data acquisition systems and computers. Lecture and discussion periods will be followed by experiments to help solidify the new concepts. While the course is introductory, experienced students will be able to explore more complex circuitry and will be encouraged to apply some of their newly developed electronics knowledge and creativity to ongoing individual research projects in other fields. One hour of lecture and one three-hour laboratory per week.

Omitted 2003-04.

13. Demystifying Technology. As technology advances, the ever-increasing complexity of our environment can easily lead to the sense that the world around us is beyond our ability to comprehend in a rational manner. In this course we will attempt to demystify the workings of many common devices ranging from lights to lasers, bicycles to rockets, radios to CDs, and solar panels to nuclear power plants. Hands-on experiences will be encouraged wherever possible. We will discover that much of the technological world around us can be understood in terms of a few underlying physical principles.

No mathematics beyond high-school algebra and trigonometry will be assumed. Limited to 24 students. Students who have completed or who intend to complete Physics 17 or the equivalent are discouraged from enrolling in this course. Omitted 2003-04.

16. Introductory Physics I: Mechanics and Wave Motion. The course will begin with a description of the motion of particles and introduce Newton's dynamical laws and a number of important force laws. We will apply these laws to a wide range of problems to gain a better understanding of them and to demonstrate the generality of the framework. The important concepts of work, mechanical energy, and linear and angular momentum will be introduced. The unifying idea of conservation laws will be discussed. The study of mechanical

waves permits a natural transition from the dynamics of particles to the dynamics of waves, including the interference of waves. Additional topics may include fluid mechanics and rotational dynamics. Three hours of lecture and discussion and one three-hour laboratory per week.

Co-requisite: Mathematics 11. First semester: Professor Hunter. Second semester: Professors Friedman and Jagannathan.

17. Introductory Physics II: Electromagnetism and Optics. Most of the physical phenomena we encounter in everyday life are due to the electromagnetic force. This course will begin with Coulomb's law for the force between two charges at rest and introduce the electric field in this context. We will then discuss moving charges and the magnetic interaction between electric currents. The mathematical formulation of the basic laws in terms of the electric and magnetic fields will allow us to work towards the unified formulation originally given by Maxwell. His achievement has, as a gratifying outcome, the description of light as an electromagnetic wave. The course will consider both ray-optics and wave-optics descriptions of light. Laboratory exercises will emphasize electrical circuits, electronic measuring instruments, optics and optical experiments. Three hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Physics 16 or 23. First semester: Professor Hall. Second semester: Professor Zajonc.

22. Physics of Sound and Music. This course will provide an introduction to the physics of sound and music. The production of sound with musical instruments such as strings, brass and woodwinds and with the human voice will be demonstrated and described. Physical principles underlying the phenomena of waves, vibrations and sound wave propagation will be discussed. We will also consider issues relating to the detection of sound by the human ear, pitch perception, musical scales, harmony and room acoustics. Electronic amplification and reproduction of sound and Fourier analysis of sound will be demonstrated. The course is intended for a general audience. A working knowledge of basic algebra will be necessary. Two class meetings per week, some of which may be used as laboratory sessions.

Omitted 2003-04.

23. The Newtonian Synthesis: Dynamics of Particles and Systems, Waves. The idea that the same simple physical laws apply equally well in the terrestrial and celestial realms, called the Newtonian Synthesis, is a major intellectual development of the seventeenth century. It continues to be of vital importance in contemporary physics. In this course, we will explore the implications of this synthesis by combining Newton's dynamical laws with his Law of Universal Gravitation. We will solve a wide range of problems of motion by introducing a small number of additional forces. The concepts of work, kinetic energy, and potential energy will then be introduced. Conservation laws of momentum, energy, and angular momentum will be discussed, both as results following from the dynamical laws under restricted conditions and as general principles that go well beyond the original context of their deduction. Newton's laws will be applied to a simple continuous medium to obtain a wave equation as an approximation. Properties of mechanical waves will be discussed. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 11. First semester. Professor Jagannathan.

24. The Maxwellian Synthesis: Dynamics of Charges and Fields, Optics. In the mid-nineteenth century, completing nearly a century of work by others, Maxwell developed an elegant set of equations describing the dynamical behavior of

electromagnetic fields. A remarkable consequence of Maxwell's equations is that the wave theory of light is subsumed under electrodynamics. Moreover, we know from subsequent developments that the electromagnetic interaction largely determines the structure and properties of ordinary matter. The course will begin with Coulomb's Law but will quickly introduce the concept of the electric field. Moving charges and their connection with the magnetic field will be explored. Currents and electrical circuits will be studied. Faraday's introduction of the dynamics of the magnetic field and Maxwell's generalization of it will be discussed. Laboratory exercises will concentrate on circuits, electronic measuring instruments, and optics. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 12 and Physics 16 or 23. Second semester. Professor Hunter.

25. Modern Physics. The theories of relativity (special and general) and the quantum theory constituted the revolutionary transformation of physics in the early twentieth century. Certain crucial experiments precipitated crises in our classical understanding to which these theories offered responses; in other instances, the theories implied strange and/or counterintuitive phenomena that were then investigated by crucial experiments. After an examination of the basics of Special Relativity, the quantum theory, and the important early experiments, we will consider their implications for model systems such as a particle in a box, the harmonic oscillator, and a simple version of the hydrogen atom. We will also explore the properties of nuclei and elementary particles, study lasers and photonics, and discuss some very recent experiments of interest in contemporary physics. Three class hours per week.

Requisite: Mathematics 12 and Physics 17 or 24. First semester. Professor Zajonc.

26. Intermediate Laboratory. A variety of classic and topical experiments will be performed. In the area of fundamental constants, we will undertake a measurement of the speed of light, a determination of the ratio of Planck's constant to the charge of the electron through the study of the photoelectric effect, and an experiment to obtain the charge-to-mass ratio of the electron. We will study the wave nature of the electron through a diffraction experiment. An experiment to measure optical spectra and another on gamma ray spectra will reveal the power of spectroscopy for exploring the structure of matter. Other experiments such as nuclear magnetic resonance, quantized conductance in nanocontacts, and properties of superconductors will give students an opportunity to experience laboratory practice in its contemporary form. Emphasis will be placed on careful experimental work and data-analysis techniques. One meeting a week of discussion plus additional, weekly self-scheduled laboratory work.

Requisite: Physics 25 or consent of the instructor. First semester. Professor Friedman.

27. Methods of Theoretical Physics. The course will present the mathematical methods frequently used in theoretical physics. The physical context and interpretation will be emphasized. Topics covered will include vector calculus, complex numbers, ordinary differential equations (including series solutions), partial differential equations, functions of a complex variable, and linear algebra. Four class hours per week.

Requisite: Mathematics 12 or consent of the instructor. Second semester. Professor Jagannathan.

30. Statistical Mechanics and Thermodynamics. The basic laws of physics governing the behavior of microscopic particles are in certain respects simple. They give rise both to complex behavior of macroscopic aggregates of these particles, and more remarkably, to a new kind of simplicity. Thermodynamics focuses on the simplicity at the macroscopic level directly, and formulates its laws in terms of a few observable parameters like temperature and pressure. Statistical Mechanics, on the other hand, seeks to build a bridge between mechanics and thermodynamics, providing in the process, a basis for the latter, and pointing out the limits to its range of applicability. Statistical Mechanics also allows one to investigate, in principle, physical systems outside the range of validity of Thermodynamics. After an introduction to thermodynamic laws, we will consider a microscopic view of entropy, formulate the kinetic theory, and study several pertinent probability distributions including the classical Boltzmann distribution. Relying on a quantum picture of microscopic laws, we will study photon and phonon gases, chemical potential, classical and degenerate quantum ideal gases, and chemical and phase equilibria. Three class hours per week.

Requisite: Physics 25 or consent of the instructor. Second semester. Professor Hall.

35. Relativity and Quantum Physics. This course covers important developments in twentieth-century physics. The theory of Special Relativity is treated in some detail. Then the inadequacies of the classical explanations of such phenomena as blackbody radiation and the photoelectric effect are discussed. The partial, but imaginative, solution given by old "quantum theory" serves as a point of departure for the more systematic theory of atomic dynamics given by the "quantum mechanics." The course concludes with a selection of topics from atomic, nuclear, particle, and condensed-matter physics. Four hours of lecture and discussion and one three-hour laboratory per week. Offered for the last time in this format in 2002-03. (In 2003-04 this course will be listed and be equivalent to Physics 25 and 26 together.)

Requisite: Physics 34 or consent of the instructor. First semester. Professors Friedman and Zajonc.

43. Dynamics. This course begins with the foundation of classical mechanics as formulated in Newton's Laws of Motion. We then use Hamilton's Principle of Least Action to arrive at an alternative formulation of mechanics in which the equations of motion are derived from energies rather than forces. This Lagrangian formulation has many virtues, among them a deeper insight into the connection between symmetries and conservation laws. From the Lagrangian formulation we will move to the Hamiltonian formulation and the discussion of dynamics in phase space, exploring various avenues for the transition from the classical to the quantum theory. We will study motion in a central force field, the derivation of Kepler's laws of planetary motion from Newton's law of gravity, two-body collisions, and physics in non-inertial reference frames. Other topics may include the dynamics of driven, damped oscillators, and non-linear dynamics of chaotic systems. Three class hours per week.

Requisite: Physics 27 or consent of the instructor. Omitted 2003-04.

47. Electromagnetic Theory I. A development of Maxwell's electromagnetic field equations and some of their consequences using vector calculus. Topics covered include: electrostatics, steady currents and static magnetic fields, time-dependent electric and magnetic fields, and the complete Maxwell theory, energy in the electromagnetic field, Poynting's theorem, electromagnetic

waves, and radiation from time-dependent charge and current distributions. Four class hours per week. Starting in 2004 this course will meet only three hours a week.

Requisite: Physics 34, 42, or consent of the instructor. First semester. Professor Jagannathan.

48. Quantum Mechanics I. Wave-particle duality and the Heisenberg uncertainty principle. Basic postulates of Quantum Mechanics, wave functions, solutions of the Schrodinger equation for one-dimensional systems and for the hydrogen atom. Four class hours per week and occasional laboratories. Starting in 2003-04 this course will meet only for three hours a week.

Requisite: Physics 35 and Physics 42 or consent of the instructor. Second semester. Professor Hall.

52. Electromagnetic Theory II. This course is a continuation of Physics 47. We will focus on applications of Maxwell's equations to radiation and waves. We will consider radiation in free space, in bounded media, and in atomic systems. Three hours per week.

Omitted 2003-04.

53. Quantum Mechanics II. This course is a continuation of Physics 48. We will study variational methods, semiclassical approximations, time-dependent perturbation theory, non-relativistic scattering theory, and the quantization of the radiation field. Three class hours per week.

Omitted 2003-04.

60. General Relativity. The course is an elementary introduction to Einstein's theory of gravity. After a brief review of the special theory of relativity, we will investigate vector and tensor fields in terms of their properties under changes of coordinates. Geometric ideas such as geodesics, parallel transport, and covariant differentiation will be studied. The Principle of Equivalence will be presented as the central physical principle behind Einstein's theory of gravity. After an introduction to the stress tensor, the field equations will be stated and the simplest solutions to them obtained. Physical implications of the theory for the motion of planets and light in the vicinity of massive stars will be derived. Classical cosmology and gravitational radiation will round out a traditional presentation of the subject. Three class hours per week.

Requisite: Physics 35 or Mathematics 23 or consent of the instructor. Omitted 2003-04.

70. Advanced Laboratory. In this, a research-style laboratory, students will choose from a variety of advanced topics, develop a plan of experimental research, implement the experiments, rigorously analyze the data and present their results to their peers. The course will include a detailed discussion of error analysis and will introduce modern experimental devices such as lock-in amplifiers, diffraction spectrometers and SQUIDS. Two lecture hours and four laboratory hours per week.

Requisite: Physics 26. **Co-requisite:** Physics 48. Omitted 2003-04.

77. Senior Departmental Honors. Individual, independent work on some problem, usually in experimental physics. Reading, consultation and seminars, and laboratory work.

Designed for Honors candidates, but open to other advanced students with the consent of the Department. First semester. The Department.

78, 78D. Senior Departmental Honors. Same description as Physics 77. A single or double course.

Requisite: Physics 77. Second semester. The Department.

97, 97H, 98, 98H. Special Topics. Independent Reading Course. Full or half course. First and second semesters.

PICK COLLOQUIUM

The Pick Colloquium is part of the Pick Readership established in 1999 by Thomas and Sue Pick to include courses in environmental studies in the curriculum. Under the Readership, a faculty member is appointed to be the Pick Reader for three years, during which time he or she coordinates lectures and panel discussions on environmental themes and organizes one or two interdisciplinary colloquia on the environment each year. The Pick Reader also advises students interested in preparing themselves for careers in environmental studies and related fields.

05. Fisheries. The topic for fall 2003 is fisheries. The dependency of many countries on marine organisms for food has resulted in severe population declines in cod, bluefin tuna, swordfish, and abalone, as well as numerous other marine organisms. In this seminar we will examine the biological, sociological, political, and economic impacts of global depletion of fisheries. Questions to be addressed are: What is the scope of extinctions or potential extinctions due to over-harvesting of marine organisms? How are fisheries managed, and are some approaches to harvesting better than others? How do fisheries extinctions affect the society and economy of various countries, and ecosystem stability? How do the cultural traditions of fishermen influence attempts to manage fisheries? Does aquaculture offer a sustainable alternative to overfishing the seas, and what are aquaculture's impacts on ecosystem stability? Three class hours per week.

Not open to first-year students. Limited to 15 students. First semester. Professor Temeles.

POLITICAL SCIENCE

Professors Arkes, Basu, Bumiller, Dumm, Machala (Chair), Mehta†, Sarat, W. Taubman, and Tiersky‡; Assistant Professor Corrales; Visiting Assistant Professor Rudy; Visiting Lecturer Berkowitz; Amherst-Doshisha Professor Nishida; Loewenstein Fellow Pechatnov.

Major Program. Majors in Political Science must complete one course numbered 03 to 10. Students may count only one of these courses toward the major. Because they are designed to introduce students to the study of politics, the department recommends that they be taken in the first or second year.

Offerings in the Department include courses in American government, politics, law and public policy, comparative government and politics, international relations, and political theory. While majors are not required to take courses in each of these areas, the Department encourages students to do so.

†On leave first semester 2003-04.

‡On leave second semester 2003-04.

Rite majors are required to take at least nine courses. Honors candidates, however, take at least 11 courses of which three, Political Science 77D-78, are senior courses devoted to researching and writing the honors thesis. All students, both honors and *rite*, must also take at least one advanced seminar from a group of seminars to be designated in the list of course offerings.

Departmental Honors Program. Students who wish to be considered for graduation with Departmental Honors in Political Science must take part in the Honors program. The Honors program provides qualified students with a culminating opportunity for independent undergraduate research and writing. Candidates for Honors in Political Science will normally take Political Science 77D and 78. The double course in the first semester provides time for students to complete a first draft of a thesis, which must be submitted by the middle of January. At that time, the candidate's advisor, in consultation with a second reader, will evaluate the draft of the thesis and determine whether it merits the candidate's continuing in the Honors program during the second semester. Students who have completed Political Science 77D but who either are not permitted or choose not to enroll in Political Science 78 will be assigned a grade for work completed in Political Science 77D. Students continuing in the Honors program will receive a single grade for the sequence of three courses upon completion of Political Science 78.

A cumulative average of B is required for admission to the Honors program. Students are admitted upon application in the first week of the fall semester senior year. The application consists of a brief description of their thesis topic—what it is, why it is important, and how it is to be illuminated. Prospective applicants should consult with members of the Department during the junior year to define a suitable Honors project, and to determine whether a member of the Department competent to act as advisor will be available to do so. Permission to pursue projects for which suitable advisors are not available may be denied by the Department.

02. Terror. Attacks in Oklahoma City, at the World Trade Towers, at American embassies in Africa, in many other places throughout the world, constitute basic popular images of terrorist acts. Because these images generally invoke a sense of fanaticism, the hate of modernity or an apocalyptic vision rooted in religious radicalism, there is a tendency to automatically demonize those who resort to terrorist violence. But what constitutes terrorist violence? Is it the intentional killing of civilians? What about the deaths of civilian population caused by stray bombs? Can terrorism ever be explained by conditions of utmost hopelessness or extreme social injustice? Can we ever justify terrorism? The purpose of this course will be to situate terrorist acts within the global context, historically, politically and morally. We will discuss not only terrorist actions committed by oppressed groups, separatist movements and radicals seeking political changes, but also by totalitarian and liberal states. The theoretical readings will include Aristotle, Hegel, Sorel, Arendt, Koestler, Fanon and Walzer.

Limited enrollment. Omitted 2003-04. Professor Machala.

03. Secrets and Lies. Politics seems almost unimaginable without secrecy and lying. From the noble lie of Plato's Republic to Oliver North's claim that he lied to Congress in the name of a higher good, from the need to preserve secrets in the name of national security to the endless spinning of political campaigns, from President Kennedy's behavior during the Cuban missile crisis to current controversies concerning lies by the tobacco industry, from Freud's efforts to decode

the secrets beneath civilized life to contemporary exposés of the private lives of politicians, politics and deception seem to go hand-in-hand. This course investigates how the practices of politics are informed by the keeping and telling of secrets, and the telling and exposing of lies. We will address such questions as: When, if ever, is it right to lie or to breach confidences? When is it right to expose secrets and lies? Is it necessary to be prepared to lie in order to advance the cause of justice? Or, must we do justice justly? When is secrecy really necessary and when is it merely a pretext for Machiavellian manipulation? Are secrecy and deceit more prevalent in some kinds of regimes than in others? As we explore those questions we will discuss the place of candor and civility in politics; the relationship between the claims of privacy (e.g., the closeting of sexual desire) and secrecy and deception in public arenas; conspiracy theories as they are applied to politics; and the importance of secrecy in resistance and revolutionary movements. We will examine the treatment of secrecy and lying in political theory as well as their appearance in literature and popular culture, for example, *King Lear*, *Wag the Dog*, *Mr. Smith Goes to Washington*, *The Year of Living Dangerously*, and *Quiz Show*.

Limited enrollment. First semester. Professor Dumm.

04. The State. Most humans live in territories that are controlled by a state. Why do most nations have states? Why do different nations have different types of states? Why are some states more repressive than others, more war-prone than others, better promoters of development than others, more inclusive than others? How can we make sense of the varied reactions to state domination, ranging from active support to negotiated limits to apathy to vigorous contestation? Does globalization make states more or less democratic, more or less efficient, more or less able to promote development? How do states interact with each other in the international arena? Is the rise in the power of states (e.g., China) an inevitable source of conflict in international relations? How do states deal with non-traditional forms of trans-national threats (e.g., international terrorism)?

This course goes to the heart of current debates on the "state of the state." How significant is the state in an era in which its sovereignty is increasingly eroded both by global and domestic forces? What ought to be the proper role of the state in the twenty-first century? These questions are central to the current debates taking place—in the U.S. and abroad—on the extent to which countries should open up their economies, privatize social services, incorporate minorities and immigrants, recognize gay marriages, accommodate religious fundamentalism, etc. We will explore these questions by studying political theorists and empirical cases from around the world.

Limited enrollment. Second semester. Professor Corrales.

05. Politics, Statecraft, and the Art of Ruling. In the teaching of the classic philosophers, the central questions of politics are questions of justice: What are the grounds of our judgment on the things that are just or unjust, right or wrong? What is the nature of the just, or the best, political order? What measures would we be "justified" in imposing with the force of "law"? What is the nature of that regime we would seek to preserve in this country—or, on the other hand, what are the regimes that we would be justified in resisting in other places, even with the force of arms? The problem of judgment must point to the principles, or the standards, of judgment, and to an understanding that is distinctly philosophic. But political men and women also need a certain sense of the ways of the world: the things that hold people in alliance or impart a movement to events; the ways in which the character of politics is affected by the presence of bureaucracies or elections; the arts of persuasion; the strains of rendering judgments. And the

knowledge of these things must depend on experience. In this style of introduction to Political Science, a central place will be given over to the study of statesmen and politicians: Lincoln, Churchill, Eisenhower, but also Kennedy, Johnson, Reagan. The course will draw us back to Aristotle and Plato, to Machiavelli and the American Founders, but then it will also encompass the study of voting and campaigns, and the more recent politics of race and gender.

Limited enrollment. First semester. Professor Arkes.

07. Leadership, Citizens, and Democracy. The paradox of democracy is that self-government requires a perpetual struggle, a kind of permanent war, between the people and their leaders. Is the ambitiousness of leaders good, bad, or just necessary? Can the warring instincts of citizenship and leadership be reconciled? Should those who want to be leaders be praised or blamed? Can leaders ever keep faith with democratic principles? Or do leaders always have "dirty hands"?

Limited enrollment. First semester. Professor Tiersky.

14. Ideology and Social Protest. Political *theories* of justice, equality, fairness, and morality underlie protest actions. How these theories develop, vary and persuade "foot-soldiers," mirror "academic" political theory and inform analysis of "protest" theory (and vice-versa). This course will examine the relationship between political theory and political activism in the context of protest movements to explore how activists understand and employ political theory.

Readings will include religious and secular positions, as well as justifications for diverse protest strategies. The focus here is on the *structure and sources of political valuation, evaluation, and revaluation*. The course then takes up political theories "in action" by the activists articulating and defending them. This exploration reveals myriad sources, interactions, and modifications of cultural views, ideological choices, and evolving ethical demands and compromises. Thus, following the readings of prominent intellectual writings from British liberalism, French socialism, Russian anarchism, Italian communism, Egyptian Islamist radicalism, Pakistani Islamist modernism, Central American liberation theology, and Indian communalism, we will turn to case studies of movements carrying those banners to discern the determining power and roots of protest ideologies.

First semester. Professor Rudy.

16. Political Islam. This class will examine the histories, discourses, demands, and strategies of a broad range of Muslim movements in Indonesia, the Philippines, Algeria, Chechnya, Palestine, Afghanistan, Uzbekistan, Kashmir, and Turkey. Beginning with short readings on various Islamist groups and settings, students will devise a taxonomy of discrete Islamist tendencies that challenge the view that Islamism is a uniform entity. The course then reviews some basic elements of social explanation, using the material-ideal divide as a way to clarify the effects of how we classify Islamist movements on how we analyze them.

Students evaluate influential "single-deprivation" models of fundamentalism that claim cultural resistance varies from peaceful to violent due to increases in a single kind of deprivation, such as poverty or cultural encroachment. With this foundation, we turn to in-depth studies of Islamist movements to explore complex explanatory frameworks that *combine* rather than choose from political-economic environments and religious beliefs. We will strive to construct and test theories that identify causal mechanisms behind violent and non-violent Islamist activism, and include the discursive, interpretive, cultural, or religious arguments and claims of Islamist activists. The course culminates in discussions, inspired

by student projects, about broader cross-religious conclusions that we might draw from the course.

First semester. Professor Rudy.

18. The Social Organization of Law. (Also Law, Jurisprudence and Social Thought 18.) See Law, Jurisprudence and Social Thought 18.

First semester. Professor Sarat.

19. Lawlessness: Terror and Its Denial. This course examines the reach of the law in situations of chaos, violence, and terrorism. The course pursues questions about the causes of these diverse forms of disorder and compares their consequences in the home, community, nation, and international arenas. The course will consider terror as a phenomenon of mass society as well as a form of lawlessness in the context of everyday lives. In particular, our inquiry will include the study of outlaw individuals, rogue communities and nations, and mass atrocities (i.e., women-battering; American extremist groups; the events of September 11, 2001; mass rape in Bosnia; and the Holocaust) and examine how the conditions of lawlessness violate moral boundaries, sexual norms, and responsibilities of citizenship. Questions will be raised about the processes of both individual and social denial and how this denial functions in the remembrance and forgetting of atrocities.

First semester. Professor Bumiller.

20. Rethinking Post-Colonial Nationalism. Nationalist fervor seemed likely to diminish once so-called Third World nations achieved independence. However, the past few years have witnessed the resurgence and transformation of nationalism in the post-colonial world. Where anti-colonial nationalist movements appeared to be progressive forces of change, many contemporary forms of nationalism appear to be reactionary. Did nationalist leaders and theoreticians fail to identify the exclusionary qualities of earlier incarnations of nationalism? Were they blind to its chauvinism? Or has nationalism become increasingly intolerant? Was the first wave of nationalist movements excessively marked by European liberal influences? Or was it insufficiently committed to universal principles? We will explore expressions of nationalism in democratic, revolutionary, religious nationalist, and ethnic separatist movements in the post-colonial world.

Omitted 2003-04. Professor Basu.

21. American Government. This course is an introduction to American national government. We will study the meaning of constitutional rule, federalism, the structure and politics of the Presidency, Congress and Supreme Court, parties and elections, and selected issues in foreign and domestic policy.

Omitted 2003-04. Professor Dumm.

22. U.S.-Latin American Relations. Can small and non-powerful nations ever profit from a relationship with a more powerful hegemon? Who gains and who loses in this type of asymmetrical relationship? This seminar attempts to answer these questions by looking at the relations between the U.S. and Latin America. The seminar begins by presenting different ways in which intellectuals have tried to conceptualize and analyze the relations between the U.S. and Latin America. These approaches are then applied to different dimensions of the relationship: (1) intra-hemispheric relations prior to World War II (the sources of U.S. interventionism and the response of Latin America); (2) political and security issues after World War II (the role of the Cold War in the hemisphere and U.S. reaction to instability in the region, with special emphasis on Cuba in the

early 1960s, Peru in the late 1960s, Chile in the early 1970s, Central America in the 1980s); and (3) economic and business issues (the politics of foreign direct investment and trade, and the debt crisis in the 1980s). Finally, we examine contemporary trends: the emerging hemispheric convergence, economic integration, drug trade, immigration, the defense of democracy regime, the re-emergence of multilateral interventionism, and plan Colombia. *This course fulfills the requirement for an advanced seminar in political science.*

Requisite: Political Science 26 or its equivalent. Limited enrollment. Admission with consent of the instructor. Omitted 2003-04. Professor Corrales.

23. Political Obligations. The mark of the polity, or the political order, has always been the presence of "law"—the capacity to make decisions that are binding, or obligatory, for everyone within the territory. The roots of obligation and law are the same: "ligare," to bind. When the law imposes a decision, it restricts personal freedom and displaces "private choice" in favor of a public obligation, an obligation applied uniformly or universally. The law may commit us then on matters that run counter even to our own convictions, strongly held, about the things that are right or wrong, and even on matters of our private lives. The law may forbid people to discriminate on grounds of race even in their private businesses; the law may forbid abortions, or on the other hand, the law may compel the funding of abortions even by people who find them abhorrent. This state of affairs, this logic of the law, has always called out for justification, and in facing that question, we are led back to the original understanding of the connection between morality and law. The law can justify itself only if it can establish, as its ground, propositions about the things that are in principle right or wrong, just or unjust—which is to say, right or wrong, just or unjust, for others as well as ourselves. The questions of law and obligation then must point to the questions at the root of moral philosophy: What is the nature of the good or the just, and the grounds on which we may claim to "know" moral truths?

The course will proceed through a series of cases after it returns to the beginning of political philosophy and lays the groundwork for the argument. We will begin with Aristotle on the polis, and the debate between Abraham Lincoln and Stephen Douglas on "natural rights." We will draw on Kant and Hume, on Thomas Reid and Bertrand Russell, as we seek to set the groundwork in place. The argument of the course will then be unfolded further, and tested, through a train of cases and problems: conscientious objection, the war in Vietnam, the obligation to rescue, the claims of privacy. And the culmination will come on the issues of abortion, euthanasia, and assisted suicide.

Second semester. Professor Arkes.

25. Comparative European Political Development. An introduction to European government and politics. The course is strongly historical. Britain, France, Germany, and Italy are the focus. European integration and the European Union are discussed at the end, in relation to the national development of Europe's nation-states. The uniqueness of nation-states and political cultures is set against all the homogenizing tendencies of contemporary European life—supra nationalism, globalization, Americanization. Has there been a decline of ideology in European politics, and if so, is it a good or bad thing? Are the nation-state and national sovereignty declining or reviving in the age of European integration and globalization? What has happened to social class and class conflict in Europe? What are the causes and characteristics of today's racism, xenophobia, and immigration politics in Europe?

This course is an informal sequence with Political Science 45, Contemporary Europe. Courses may be taken in either order, and one is not a requisite for the other. Omitted 2003-04. Professor Tiersky.

26. World Politics. An introductory course which examines the dynamics of emerging post-Cold War international military, political and economic relations. Close attention is paid to the collapse of the Soviet Union as well as the transformed role of the United States. Among the topics examined are the technological and economic bases of hegemonic power, "imperial overstretch," spheres of influence, nationalism, ethnic and racist violence, spread of weapons of mass destruction, state and class interests, as well as the role of law and legal institutions in world politics. Other issues to be discussed include changes in world geopolitics (the European Union, the "German Question," "China," "rogue states") as well as changes in the world economy (protectionism, free trade, globalization, regionalization). The course does not rely on a single theoretical framework; instead, we will follow in the path of such classics as Thucydides, Machiavelli, Kant, Hobbes, Clausewitz, Adam Smith and Karl Marx.

Second semester. Professor Machala.

27. Russian Politics Past and Present. How and why did a revolution that began as a dream of heaven on earth end up in a nightmare in which as many as 20 million perished? To what extent was Stalin's brand of totalitarianism rooted in such sources as Marxism-Leninism itself, in traditional Russian political culture, and in Stalin's own paranoid personality? How did Stalinism express itself in politics, economics, culture, and ethnic and foreign policy? What was its impact on reforms under Khrushchev and Gorbachev, and on post-Soviet politics? The first part of the course will examine the rise and fall of the USSR. The second, post-Soviet, section will focus on three transitions (from totalitarianism toward democracy, from a supercentralized economy to a more or less free market, and from a multinational empire to fifteen separate nation-states) as well as new Russia's relations with the world and especially the United States. In addition, we will discuss other general political issues as they work themselves out in Soviet and Russian contexts: the nature of revolution and nationalism, the causes and consequences of tyranny, the perils of political and social reform, and the role of power and ideology in foreign policy.

Second semester. Professor Taubman.

28. Modern Classics in Political Philosophy. This course will be an introduction to the study of modern political philosophy. The course is organized around four classic texts which will be considered chronologically; they are: Hobbes, *Leviathan*; Locke, *The Two Treatise of Government*; J.S. Mill, *On Liberty and Considerations on Representative Government*; and Nietzsche, *Beyond Good and Evil*. The questions that will structure this study will include: What do the various philosophers take to be the original motivation underlying the formation of political society? How do these motivations conform with the normative prescriptions that are proposed? What are the limits of legitimate political authority, and what are the philosophical justifications for them? What are the justifications underlying the various proposed institutional arrangements and under what conditions can these arrangements be legitimately suspended? Finally, does the organizing of political life of necessity do violence to a more noble conception of human potentiality?

Omitted 2003-04. Professor Mehta.

30. American Politics/Foreign Policy. Since the disintegration of the Soviet Union one decade ago, the United States has emerged as the sole world Great

Power. This change coincided with Clinton's presidency, his impeachment, the unprecedented growth and globalization of the U.S. economy as well as increasing social inequality and the declining interest of Americans in foreign affairs. The purpose of this seminar will be to examine domestic social, cultural and political forces that have shaped America's post-Cold War foreign policy, such as the power of corporate capitalist interests, organized labor, ethnic lobbies, mass media, public opinion, Congress, grass roots organizations as well as the role of key government individuals. Attention will be also devoted to a comparison of Bill Clinton's and George W. Bush's psychological profile, policy-making style and political leadership, as well as differences in their domestic policy objectives with an eye towards understanding how these differences influence(d) their administration's foreign policy agendas.

First semester. Professor Machala.

31. Introduction to Latin American Politics. This is an introduction to the study of modern Latin American politics. The overriding question that guides the course is: why have democracy and self-sustained prosperity been so difficult to accomplish in the region? The course is divided into four parts. The first part examines historical and institutional legacies common throughout the region that might have hindered democratic and economic development. The second part focuses on similarities in how Latin American countries have responded to this legacy since the 1930s (e.g., the rise of economic nationalism, statism, corporatism and populism). The third part looks at differences across the region by focusing on Cuba, Argentina, Chile, Mexico and Venezuela. Hypotheses will be formulated to explain why, for instance, some countries remained democratic while others did not; why some countries remained stable while others did not; why some societies resisted authoritarianism more effectively than others. This part of the course also looks at the role of political figures, institutions, political parties, societal groups (such as labor, business, the military and the Catholic Church), and cultural traits (such as machismo) in shaping these responses. The final part of the course examines developments since the 1980s—the transition to democracy and to market economies, the rise of social movements, the myths of racial and sexual democracy, the rise in crime, the endurance of porous states and laws, the re-militarization of the Andes, and neopopulism.

First semester. Professor Corrales.

33. The American Presidency. This course is an examination of the contemporary American Presidency. We will examine the Constitutional and historical roots of the growth of Presidential power, the role of the modern President in the shaping of domestic and foreign policy, Presidential elections, and the cultural and iconographic significance of the modern presidency. Special attention will be paid to contemporary conflicts between the executive and legislative branches of government.

Omitted 2003-04. Professor Dumm.

34. American Political Thought. This course is a study of aspects of the canon of American political thought. While examining the roots of American thought in Puritanism and Quakerism, the primary focus will be on American transcendentalism and its impact on subsequent thought. Among those whose works we are likely to consider are Ralph Waldo Emerson, Henry David Thoreau, Margaret Fuller, Walt Whitman, W.E.B. DuBois, William James, Jane Addams, John Dewey, Martin Luther King, Hannah Arendt, Richard Rorty, and Stanley Cavell.

Not open to first-year students. Second semester. Professor Dumm.

36. International Security. An intermediate-level study of concepts and practical issues in international security. The classic “security dilemma” of national states is examined along with the use and misuse of the goal of national security. New issues are detailed, such as the contradiction between the rights of national sovereignty and the right (or duty) of intervention by outside powers to face up to security dangers or to rescue populations and defend human rights. Competing claims of justice and peace are focused. The so-called “Revolution in Military Affairs” is evaluated: for example, technology’s effects on security strategy and tactics, asymmetrical warfare, terrorism, and the changing causes of international and subnational conflicts. Case studies highlight similarities and differences in various world regions and different levels of the international system.

Requisite: At least one political science course in international relations or comparative politics. Admission with consent of the instructor. Not open to first-year students. Omitted 2003-04. Professor Tiersky.

39. Re-Imagining Law: Feminist Interpretations. (Also Law, Jurisprudence, and Social Thought 39.) Feminist theory raises questions about the compatibility of the legal order with women’s experiences and raises questions about the role of law in promoting social change. This course will investigate the possibilities of a “feminist jurisprudence” and other critical legal theories. The nature of legal authority will be considered in the context of women’s ordinary lives, the workplace, reproduction, and sexual violence as well as racial, ethnic and sexual identities.

Open to juniors and seniors. Second semester. Professor Bumiller.

40. The Political Thought of Kant, Hegel and Marx. This seminar will consider some of the main moral and political themes in the writings by Kant, Hegel and Marx. The readings will include Kant’s *Critique of Practical Reason*, selections from Hegel’s *Philosophy of Right* and his *Philosophy of History*, and selections from Marx’s *Capital*. An underlying and organizing theme of this seminar will be the role of history in the political thought of these thinkers.

Limited enrollment. Omitted 2003-04. Professor Mehta.

41. The American Constitution I: The Structure of Rights. This course will focus on the questions arising from the relations of the three main institutions that define the structure of the national government under the Constitution. We will begin, at all times, with cases, but the cases will draw us back to the “first principles” of constitutional government, and to the logic that was built into the American Constitution. The topics will include: the standing of the President and Congress as interpreters of the Constitution; the authority of the Congress to counter the judgments—and alter the jurisdiction—of the federal courts on matters such as abortion and busing; the logic of “rights” and the regulation of “speech” (including such “symbolic expression” as the burning of crosses); and the original warning of the Federalists about the effect of the Bill of Rights in narrowing the range of our rights.

First semester. Professor Arkes.

42. The American Constitution II: Federalism, Privacy, and the “Equal Protection of the Laws.” In applying the Constitution to particular cases, it becomes necessary to appeal to certain “principles of law” that were antecedent to the Constitution—principles that existed before the Constitution, and which did not depend, for their authority, on the text of the Constitution. But in some cases it is necessary to appeal to principles that were peculiar to the government that was established in the “decision of 1787”; the decisions that framed a new government under a new Constitution. This course will try to illuminate that problem

by considering the grounds on which the national government claims to vindicate certain rights by overriding the authority of the States and private institutions. Is the federal government obliged to act as a government of "second resort" after it becomes clear that the State and local governments will not act? Or may the federal government act in the first instance, for example, to bar discriminations based on race, and may it reach, with its authority, to private businesses, private clubs, even private households? The course will pursue these questions as it deals with a number of issues arising from the "equal protection of the laws"—most notably, with the problem of discriminations based on race and sex, with racial quotas and "reverse discrimination." In addition, the course will deal with such topics as: self-incrimination, the exclusionary rule, the regulation of "vices," and censorship over literature and the arts. (This course may be taken independently of Political Science 41, the American Constitution I.)

Omitted 2003-04. Professor Arkes.

43. Contemporary Political Theory. A consideration of twentieth- and twenty-first-century Western political theory. Topics to be considered include the fate of modernity, identity and difference, power, representation, freedom, and the state. This year's readings may include works by the following authors: Freud, Weber, Benjamin, Heidegger, Arendt, Derrida, Foucault, Berlin, Butler, Connolly, and Agamben.

Limited enrollment. Admission with consent of the instructor. Second semester. Professor Dumm.

45. Contemporary Europe. The main subjects are European Integration and European Security. The course deals selectively with the period 1945 to the present. Central issues are the domination of European political life by outside powers after World War II; historical and political reasons for European integration; current problems and prospects of the European Union's development, especially its institutional deepening and geographical enlargement; the question of whether Europe can insure its own security; the American challenge and contradictory European responses.

Not open to first-year students. First semester. Professor Tiersky.

47. Asian and Asian American Women: Myths of Deference, Arts of Resistance. (Also Asian 54 and Women's and Gender Studies 47.) Even the most sympathetic observers often assume that Asian women are so deeply oppressed that they demure in face of intolerable conditions. Such notions of women's deference find echoes in popular conceptions of Asian American women. Part of the work of this course is to question assumptions of women's quiescence by redefining agency and activism. But an equally important challenge is to avoid romanticizing resistance by recognizing victimization in the absence of agency, agency in the absence of activism, and activism in the absence of social change. Thus while appreciating the inventive ways in which Asian and Asian American women resist, we will explore why such resistance may perpetuate their subjugation.

Omitted 2003-04. Professor Basu.

48. Cuba: The Politics of Extremism. The study of Cuba's politics presents opportunities to address issues of universal concern to social scientists and humanists in general, not just Latin Americanists. When is it rational to be radical? Why has Cuban politics forced so many individuals to adopt extreme positions? What are the causes of radical revolutions? Is pre-revolutionary Cuba a case of too little development, uneven development or too rapid development? What

is the role of leaders: Do they make history, are they the product of history, or are they the makers of unintended histories? Was the revolution inevitable? Was it necessary? How are new (radical) states constructed? What is the role of foreign actors, existing political institutions, ethnicity, nationalism, religion and sexuality in this process? How does a small nation manage to become influential in world affairs, even altering the behavior of superpowers? What are the conditions that account for the survival of authoritarianism? To what extent is the revolution capable of self-reform? Is the current intention of state leaders of pursuing closed politics with open economics viable? What are the most effective mechanisms to change the regime? Why does the embargo survive? Why did Cubans (at home and abroad) care about Elián González? Although the readings will be mostly from social scientists, the course also includes selections from primary sources, literary works and films (of Cuban and non-Cuban origin). As with almost everything in politics, there are more than just two sides to the issue of Cuba. One aim of the course is to expose the students to as many different sides as possible.

First semester. Professor Corrales.

49. Ancient Political Philosophy. This course provides an introduction to the political thought of Plato, Aristotle, and Saint Augustine. It is organized around classic texts which will be considered chronologically: Plato's *Republic* (selections); Aristotle, *The Politics*, and *The Ethics*; and St. Augustine, *The City of God*. The questions that will structure this study will include: Why is the study of politics something about which we need and can have general theories? What is the significance and the status of an "ideal" polity with respect to actual polities? What do the various philosophers take to be the original motivation underlying the formation of political society? How do these motivations conform with the normative prescriptions that are proposed? How do questions of hierarchy and equality inform ancient thought. And finally, what is the status of philosophy itself in offering political prescriptions?

First semester. Visiting Lecturer Berkowitz.

50. Modern Social Theory. This course will consider the following broad questions with respect to Tocqueville, Marx, Durkheim and Weber: (1) What is the cement of society, i.e., what makes society a coherent unit of experience and analysis? (2) What are the rigidities and flexibilities in society, i.e., how do societies change, develop, and come apart? (3) What is the role of ideas in the cohesion and development of societies? (4) What normative constraints do the answers to the above questions place on societies? With respect to this question the focus in this course will be on the political constraints in contrast with, for instance, the technological, cultural or economic constraints. *This course fulfills the requirement for an advanced seminar in Political Science.*

Limited enrollment. Second semester. Professor Mehta.

53. Representing Domestic Violence. (Also Women's and Gender Studies 53.) See Women's and Gender Studies 53.

First semester. Professors Bumiller and Sánchez-Eppler.

54. Seminar in War and Peace. This seminar is a conceptual and theoretical discussion of war and peace. It is not a history or policy study. What are the causes of war? Is war distinctly human, or is it an atavism of man's animal nature? What are the causes of peace? If it were possible, should war be abolished? Or is war an awful but necessary, even positive, human behavior? Are there distinctively new forms of war, such as "virtual war" and "catastrophic terrorism?"

The syllabus ranges widely, from classical sources to contemporary debates and new questions. Ideas discussed range from the premise that war is inevitable, an unavoidable aspect of human culture, to assertions that nonviolence, a warless world, is possible. Readings include Euripides's *The Trojan Women*; Simone Weil's *The Iliad: A Poem Of Force*; Thucydides; Quintus Curtius Rufus's *The Life Of Alexander*; Hobbes; Kant's *Perpetual Peace*; Clausewitz's *On War*; Gandhi; Margaret Mead's "War Is Just an Invention"; Martin Luther King's "Letter from the Birmingham Jail"; Sebastian Faulks' *Birdsong*; Kenneth Waltz's *Man, The State, and War*; and Raymond Aron's *Peace and War*.

Students should have some background in international relations study; in morality, law, and politics; and/or international law. *This course fulfills the requirement for an advanced seminar in Political Science.*

Limited enrollment. Not open to first-year students. Omitted 2003-04. Professor Tiersky.

55. The Politics of Civil Society. Civil society is both one of the most ubiquitous and contested concepts in contemporary political life. On the one hand, civil society is seen to play a vital role in cultivating values of participation and care in modern civilization. Civil society is considered to be the key link between citizens and government, operating, as Tocqueville once claimed, as the "mediating institution" without which democracy would be unthinkable. Yet at the same time civil society is a deeply contested concept—often considered to be an apparatus of the state designed to control and funnel participation, creating docile citizens, resulting in the suppression of individuality, and acting as a mere instrument of mass control.

This course is an investigation into the politics of civil society, examining some of the recent history of this concept in political theory and its role in contemporary political life. We will read thinkers such as Hannah Arendt, Vaclav Havel, Benedict Anderson, Jürgen Habermas, paying closest attention to the role of civil society in the political development of the United States. Toward that end, we will examine civil society from the post-World War II era to the present, including works by such authors as David Reisman, Betty Friedan, Christopher Lasch, Robert Bellah, Robert Putnam, Michael Sandel, and Cornel West. We will also examine recent policies and policy proposals designed to "strengthen civil society," such as welfare reform, school vouchers programs, faith based drug rehabilitation programs, and community policing.

First semester. Professor Dumm.

57. Problems of International Politics. The topic changes periodically. The current topic is: "Rethinking the Cold War." During the last several years, the collapse of Communism has led to the opening of long-secret archives and the availability of former high-ranking officials in the Soviet Union and Eastern Europe. On the basis of such newly available sources, it is becoming possible to study the cold war from "the other side," as well as on the basis of Western sources. This course will ask how these new sources have changed, or should change, our understanding of the cold war. It will use both new and old sources to examine such issues as: the cold war's origins, the Korean war, the German question, the role of nuclear weapons, the Berlin and Cuban crises, the rise and fall of detente, the role of leaders and institutions, the impact of misperceptions and miscalculations, and the end of the cold war. *This course fulfills the requirement for an advanced seminar in Political Science.*

Requisite: One of Political Science 21, 26, 27, 30, 45, 48, 54, 62, History 31, 50, 51 or their equivalents. Limited enrollment. Admission with consent of instructor. First semester. Professor Taubman and Loewenstein Fellow Pechatnov.

58. The Political Theory of the American Founding. James Wilson observed in 1793 that the law in America would be placed on a radically different foundation from that of the law in England. The law would not begin with the notion of a sovereign issuing commands: "[L]aws derived from the pure source of equality and justice must be founded on the consent of those whose obedience they require. The sovereign, when traced to his source, must be found in the *man*." This course will explore the writings and work of that uncommon generation that made the case for the American revolution and framed a "new order for ages." The topics will include the political philosophy of "natural rights"; the debates during the Constitutional Convention in 1787, and during the contest over ratification; the Federalist and Anti-Federalist papers; the political economy of the new Constitution; the jurisprudence of Alexander Hamilton, James Wilson, and John Marshall; and some of the leading cases in the founding period of the Supreme Court. Two class meetings per week. *This course fulfills the requirement for an advanced seminar in Political Science.*

Limited enrollment. Second semester. Professor Arkes.

60. Punishment, Politics, and Culture. Other than war, punishment is the most dramatic manifestation of state power. Whom a society punishes and how it punishes are key political questions as well as indicators of its character and the character of the people in whose name it acts. This course will explore the connections between punishment and politics with particular reference to the contemporary American situation. We will consider the ways crime and punishment have been politicized in recent national elections as well as the racialization of punishment in the United States. We will ask whether we punish too much and too severely, or too little and too leniently. We will examine particular modalities of punishment, e.g., maximum security prisons, torture, the death penalty, and inquire about the character of those charged with imposing those punishments, e.g., prison guards, executioners, etc. Among the questions we will discuss are: Does punishment express our noblest aspirations for justice or our basest desires for vengeance? Can it ever be an adequate expression of, or response to, the pain of victims of crime? When is it appropriate to forgive rather than punish? We will consider these questions in the context of arguments about the right way to deal with juvenile offenders, drug offenders, sexual predators ("Megan's Law"), rapists, and murderers. We will, in addition, discuss the meaning of punishment by examining its treatment in literature and popular culture. Readings may include selections from The Book of Job, Greek tragedy, Kafka, Nietzsche, Freud, George Herbert Mead, and contemporary treatments of punishment such as Foucault's *Discipline and Punish*, Butterfield's *All God's Children*, Scarry's *Body in Pain*, Garland's *Punishment in Modern Society*, Hart's *Punishment and Reasonability*, and Mailer's *Executioner's Song*. Films may include *The Shawshank Redemption*, *Dead Man Walking*, *Mrs. Soffel*, *Minority Report*, and *One Flew Over the Cuckoo's Nest*.

Limited enrollment. Second semester. Professor Sarat.

61. Taking Marx Seriously. Should Marx be given yet another chance? Is there anything left to gain by returning to texts whose earnest exegesis has occupied countless interpreters, both friendly and hostile, for generations? Has Marx's credibility survived the global debacle of those regimes and movements which drew inspiration from his work, however poorly they understood it? Or, conversely, have we entered a new era in which post-Marxism has joined a host of other "post-" phenomena? This seminar will deal with these and related questions in the context of a close and critical reading of Marx's texts. The main themes we will discuss include Marx's conception of capitalist modernity, material and

intellectual production, power, class conflicts and social consciousness, and his critique of alienation, bourgeois freedom and representative democracy. We will also examine Marx's theories of historical progress, capitalist exploitation, globalization and human emancipation. *This course fulfills the requirement for an advanced seminar in Political Science.*

Limited enrollment. Admission with consent of the instructor. Requisite: One of Political Science 28, 29, 49, 65, 68 or an equivalent. First semester. Professor Machala.

62. United States Foreign Policy: Democracy and Human Rights. Is the United States committed to promoting democracy and human rights abroad or just advancing its own strategic and domestic corporate interests? What influence does the United States have on the development of democracy around the world and the emergence of—and compliance with—international human rights conventions, protocols and laws? This seminar begins with an historical overview of American democracy and human rights rhetoric and policies and seeks to uncover the range of political, economic, cultural and geostrategic motivations underlying U.S. behavior. We will then examine American foreign policy responses to contemporary human rights and democracy issues as they relate to women, regional and civil violence, state-sponsored violence and repression, development, globalization, and environmental degradation and resource scarcity. Throughout the semester we will examine how these policies have influenced events in Latin America, East Asia, Eastern Europe, and sub-Saharan and southern Africa. Previous course work relating to international relations, American politics or foreign policy, or political theory required. *This course fulfills the requirement for advanced seminar in Political Science.*

Admission with consent of the instructor. Omitted 2003-04.

64. Seminar on International Politics: Global Resource Politics. An assessment of the impact of intensified resource competition on international politics and conflict dynamics in the 21st century. Will examine global supply and demand patterns for those resources considered essential to human life and modern industrial society: oil, water, minerals, timber, food, and land. Will also consider how population growth, economic globalization, and technological change will affect the supply of and demand for these materials. The bulk of the course will be devoted to an analysis of how these various patterns intersect with global political dynamics to produce friction and conflict in the international system. Will conclude with discussion of how the international system can better manage resource shortages and resource disputes so as to reduce the risk of conflict over vital materials. Students will be expected to write a research paper on one aspect of this larger problem and to summarize their findings in class. *This course fulfills the requirement for an advanced seminar in Political Science.*

Limited enrollment. Omitted 2003-04.

65. States of Poverty. (Also Women's and Gender Studies 65.) In this course the students will examine the role of the modern welfare state in people's everyday lives. We will study the historical growth and retrenchment of the modern welfare state in the United States and other Western democracies. The course will critically examine the ideologies of "dependency" and the role of the state as an agent of social control. In particular, we will study the ways in which state action has implications for gender identities. In this course we will analyze the construction of social problems linked to states of poverty, including hunger, homelessness, health care, disability, discrimination, and violence. We will ask how these conditions disproportionately affect the lives of women and children.

We will take a broad view of the interventions of the welfare state by considering not only the impact of public assistance and social service programs, but the role of the police, family courts, therapeutic professionals, and schools in creating and responding to the conditions of impoverishment. The work of the seminar will culminate in the production of a research paper and students will be given the option of incorporating field work into the independent project. *This course fulfills the requirement for an advanced seminar in Political Science.*

Requisite: One of Political Science 03, 04, 05, 07, 18, or 21, Women's and Gender Studies 11, or consent of the instructor. Limited to 20 students. Second semester. Professor Bumiller.

66. Topics in Contemporary Political Philosophy. This seminar will consider works in political philosophy that have been published within the last decade. It will be organized around the following four topics: justice, equality, the normative force of history and ethical/cultural pluralism. The readings will include works by the following thinkers: John Rawls, Amartya Sen, Michael Sandel, Ronald Dworkin, Charles Taylor, Alistair MacIntyre, David Bromwich, Jurgen Habermas, Martha Nussbaum, Jean-Francois Lyotard, and Bikhu Parekh.

Second semester. Professor Mehta.

67. The Political Thought and Statecraft of Abraham Lincoln. This seminar will study the statesmanship of Lincoln, and it will weave together two strands, which accord with different parts in the understanding of the statesman. First, there is the understanding of the ends of political life and the grounds of moral judgment. Here, we would consider Lincoln's reflection on the character of the American republic, the principles that mark a lawful regime, and the crisis of principle posed in "the house divided." But second, there is the understanding drawn from the actual experience of politics, the understanding that informs the prudence of the political man as he seeks to gain his ends, or apply his principles, in a party. The main materials will be supplied by the writings of Lincoln: the speeches, the extended debates with Stephen Douglas, the presidential messages and papers of State. The problem of his statesmanship will be carried over then to his exercise of the war powers, his direction of the military, and his conduct of diplomacy. *This course fulfills the requirement of an advanced seminar in Political Science.*

Requisite: One of Political Science 23, 41, 42, 18 or 49. Limited enrollment. Omitted 2003-04. Professor Arkes.

68. Globalization, Social Movements and Human Rights. (Also Women's and Gender Studies 68.) This seminar will explore the changing trajectories of social movements amidst economic, political and cultural globalization. Social movements have organized in opposition to the environmental destruction, increased class inequalities and diminished accountability of nation states that have often accompanied the global spread of capitalism. Globalization from above has given rise to globalization from below as activists have organized transnationally, employing new technologies of communication and appealing to universal human rights. However, in organizing transnationally and appealing to universal principles, activists may find their energies displaced from local to transnational arenas, from substantive to procedural inequalities, and from grass roots activism to routinized activity within the judicial process. We will consider the extent to which globalization heightens divisions between universalistic and particularistic movements or contributes to the creation of a global civil society which can protect and extend human rights. We will examine women's movements, environmental movements, and democracy movements in several regions of the world. *This course fulfills the requirement of an advanced seminar in Political Science.*

Requisite: One of Political Science 20, 22, 26, 31, 39, 46, 47, 48, or 70. Limited enrollment. Second semester. Professor Basu.

69. Markets and Democracy in Latin America. In the 1980s, an unprecedented process of change began in Latin America: nations turned toward democracy and the market. This seminar explores the literature on the rise of market democracies in Latin America and, at the same time, encourages students to think about ways to study the post-reform period. The seminar begins by looking at the situation prior to the transition: the sources of Latin America's overexpanded state, economic decay, political instability, and democratic deficit. The seminar then focuses directly on the processes of transition, paying particular attention to the challenges encountered. It explores, theoretically and empirically, the extent to which democracy and markets are compatible. The seminar then places Latin America's process of change in a global context: comparisons will be drawn with Asian and post-Socialist European cases. The seminar concludes with an overview of current shortcomings of the transition: Latin America's continued international vulnerability (the currency crises of the 1990s), economic insecurity, the rise of crime, drug trade, neopopulism, the cleavage between nationalists and internationalists, the prospects for further reforms. *This course fulfills the requirements of an advanced seminar in Political Science.*

Requisite: Some background in the economics and politics of developing countries. Limited enrollment. Admission with consent of the instructor. Second semester. Professor Corrales.

70. The Political Theory of Globalization. "Globalization" can mean many things. To some, it means equal integration of individual societies into worldwide political, economic and cultural processes. To others it means accentuated uneven economic development, accompanied by cultural imperialism, which merely exaggerates the political dependence of "peripheral" on "core" societies. For still others, globalization is shorthand for the social and cultural changes that follow when societies become linked with and, in an escalating way, dependent upon the world capitalist market. The idea that underlies these multiple meanings of globalization is the radical intensification of worldwide social relations and the lifting of social activities out of local and national conditions. The course will examine the major theoretical discourses raised by this idea, such as (1) the effect of globalizing material production on the integrity of liberal democracy and the welfare state, (2) the nexus between globalizing cultural production and the politics of otherness, (3) the impact of globalizing communication technologies and mass consumerism on the formation of transnational "gated class communities," and (4) the relationship between globalizing corporate capitalist governance and the democratization of discrete state formations. We will also explore the connection between the theories of modernity/post-modernity and globalizing civil society as well as the ideological partnership of liberalism, neoliberalism and poststructuralism in legitimizing the current globalizing "human condition." *This course fulfills the requirement of an advanced seminar in Political Science.*

Requisite: Two courses—one from each cluster or their equivalent: (a) Political Science 20, 25, 26, 35; (b) 28, 44, 56, 61, 63, 65, 68, 69. Limited enrollment. Omitted 2003-04. Professor Machala.

77D, 78. Senior Departmental Honors. Totalling three full courses, usually a double course in the fall and one regular course in the spring.

Open to seniors who have satisfied the necessary requirements. First and second semesters. The Department.

97, 98. Special Topics.

First and second semesters.

RELATED COURSES

Personality and Political Leadership. See Colloquium 14.

Limited enrollment. Admission with consent of the instructors. Omitted 2003-04. Professors Demorest and W. Taubman.

Post-Cold War American Diplomatic History. See Colloquium 18.

Limited to 30 students. Admission with consent of the instructors with preference given to students who have taken one of the following courses: Political Science 26, 30, History 49, 50, and 51. Not open to first-year students. Second semester. Professors Levin and Machala.

Media and Migration. See Colloquium 22.

Limited enrollment. Omitted 2003-04. Professor Dumm, *et al.*

Murder. See Law, Jurisprudence and Social Thought 20.

Second semester. Professor Sarat.

The Constitution and the Imagining of America. See Law, Jurisprudence and Social Thought 22.

Second semester. Professor Sarat.

The Rhetoric of Law: Nietzsche and the Art of Legislation. See Law, Jurisprudence and Social Thought 30.

Omitted 2003-04.

PREMEDICAL STUDIES

Amherst College has no premedical major. Students interested in careers in medicine may major in any subject, while also completing medical school admission requirements. Entrance requirements for most medical schools will be satisfied by taking the following courses: Mathematics 11, or Mathematics 05 and 06; Chemistry 11 or 15, and Chemistry 12, 21, and 22; Physics 16 and 17, or Physics 23 and 24; and Biology 18 and 19. Students interested in medicine or other health professions are supported by Dean Carolyn Bassett, the Health Professions Advisor in the Career Center, and by a faculty Health Professions Committee chaired by Professor Stephen George. All students considering careers in medicine should read the *Amherst College Guide for Premedical Students*, which has extensive information about preparation for health careers and suggestions about scheduling course requirements. The Guide may be found on the College's Website under Career Center.

PSYCHOLOGY

Professors Aries (Chair), Demorest†, Olver, and Raskin*; Associate Professor Hart; Assistant Professors Baird, Sanderson, Schulkind*, and Turgeon; Andrew W. Mellon Visiting Assistant Professor Seeley; Visiting Professor Halgin; Visiting Lecturers Goethals, Greenwood, and Tyler.

*On leave 2003-04.

†On leave first semester 2003-04.

Major Program. Students majoring in Psychology are required to elect nine full courses in Psychology. In order to ensure a comprehensive view of the discipline the department requires both vertical structure and breadth. Vertical structure will be achieved by the requirement of introductory and intermediate courses as well as an upper-level seminar. Breadth will be achieved by the requirement of a range of intermediate courses and the recommendation of elective specialized courses.

The required introductory courses include Psychology 11, 12 and 22. It is strongly advised that these courses be taken on the Amherst campus. Additionally students must choose one course from at least two of the following groups of intermediate-level courses:

Area 1: Developmental (Psych 27), Adolescence (Psych 32), Aging (Psych 36).

Area 2: Social (Psych 20), Personality (Psych 21), Abnormal (Psych 28).

Area 3: Psychobiology of Abnormal Behavior (Psych 24), Introduction to Neuroscience (Psych 26), Research Methods in Physiological Psychology (Psych 45).

Area 4: Cognitive (Psych 33), Memory (Psych 34).

All students must choose one upper-level seminar that will have as a prerequisite an intermediate-level course. Seminars may be chosen from the following courses: Sex Role Socialization (Psych 40), Environmental Psychology (Psych 46), Clinical Inquiry (Psych 53), Close Relationships (Psych 54), Seminar in Motivation (Psych 56), Hormones and Behavior (Psych 59), Developmental Psychobiology (Psych 60), Psychology and the Law (Psych 63), Music Cognition (Psych 66).

The recommended specialized electives include: Drugs, the Brain, and Behavior (Psych 15), Psychology of Food and Eating Disorders (Psych 17), Psychology of Leadership (Psych 31), Social Psychology of Race (Psych 44), Health Psychology (Psych 47), and Personality and Political Leadership (Colloquium 14).

Departmental Honors Research. A limited number of majors will engage in honors research under the direction of a faculty member during their senior year. Honors research involves credit for three courses (usually one course credit during the fall and two credits during the spring semester) and culminates in a thesis. The thesis usually involves both a review of the previous literature pertinent to the selected area of inquiry and a report of the methods and results of a study conducted by the student. Any student interested in pursuing honors research in psychology should discuss possible topics with appropriate faculty before preregistration in the second semester of the junior year.

11. Introduction to Psychology. An introduction to the nature of psychological inquiry regarding the origins, variability, and change of human behavior. As such, the course focuses on the nature-nurture controversy, the processes associated with cognitive and emotional development, the role of personal characteristics and situational conditions in shaping behavior, and various approaches to psychotherapy.

First semester: Professor Seeley. Second semester: Professor Sanderson.

12. Introduction to Biological Psychology. This course will examine how brain function regulates a broad range of mental processes and behaviors. We will discuss how neurons work; and how the brain obtains information about the environment (sensory systems), regulates an organism's response to the environment (motor systems), controls basic functions necessary for survival such as eating, drinking, sex, and sleep, and mediates higher cognitive function such as

memory and language. We will also consider the consequences of brain malfunction as manifested in various forms of disease and mental illness.

First semester: Professor Turgeon. Second semester: Professor Baird.

15. Drugs, the Brain, and Behavior. In this course, we will examine the ways in which drugs act on the brain to alter behavior. Students will be introduced to basic principles of brain function and mechanisms of drug action in the brain. We will discuss a variety of legal and illegal drugs, from alcohol and caffeine to marijuana and LSD. We will consider their past and present use, their mechanisms of action, the behavioral manifestations of their use, and the nature of efforts to prevent or treat their abuse.

Omitted 2003-04.

17. Psychology of Food and Eating Disorders. Food shapes our lives in many ways that extend far beyond mere ingestive acts. Through a broad survey of basic and clinical research literature, we will explore how foods and food issues imbue our bodies, minds, and relationships. We will consider biological and psychological perspectives on various aspects of eating such as metabolism, neural mechanisms of hunger and satiety, metabolic disorders, food allergies, pica, failure to thrive, starvation, taste preference and aversion, obesity, anxiety and depression relief, food taboos, bulimia, and the anorexias.

First semester. Professor Baird.

20. Social Psychology. The individual's behavior as it is influenced by other people and by the social environment. The major aim of the course is to provide an overview of the wide-ranging concerns characterizing social psychology from both a substantive and a methodological perspective. Topics include person perception, attitude change, interpersonal attraction, conformity, altruism, group dynamics, and prejudice. In addition to substantive issues, the course is designed to introduce students to the appropriate research data analysis procedures.

Requisite: Psychology 11. Limited to 40 students. First semester: Professor Sanderson. Second semester: Professor Seeley.

21. Personality. A consideration of theory and methods directed at understanding those characteristics of the person related to individually distinctive ways of experiencing and behaving. Prominent theoretical perspectives will be examined in an effort to integrate this diverse literature and to determine the directions in which this field of inquiry is moving. These theories will also be applied to case histories to examine their value in personality assessment.

Requisite: Psychology 11. Limited to 40 students. Second semester. Professor Demorest.

22. Statistics and Experimental Design. An introduction to and critical consideration of experimental methodology in psychology. Topics will include the formation of testable hypotheses, the selection and implementation of appropriate procedures, the statistical description and analysis of experimental data, and the interpretation of results. Articles from the experimental journals and popular literature will illustrate and interrelate these topics and provide a survey of experimental techniques and content areas.

Requisite: Psychology 11 or consent of the instructor. First semester: Professor Aries. Second semester: Visiting Lecturer Tyler.

23. The Social Psychology of Mass Media. In this course we will use a social psychological perspective to gain critical insight into various themes of the entertainment media. Topics will include advertising and persuasion; stereotyped

portrayals of gender, race, sexuality; effects of violence and aggression; media influence and mental health; and media literacy. Relevant films and television clips will also be presented and analyzed throughout the course.

Requisite: Psychology 11. First semester. Visiting Lecturer Greenwood.

24. Psychobiology of Abnormal Behavior. This course will investigate the evidence for biological explanations of abnormal behavior. We will examine how scientists have come to our current understanding of the biological bases of disorders such as schizophrenia, depression, Alzheimer's disease, Parkinson's disease, post-traumatic stress disorder, eating disorders, addiction, anxiety disorders, obsessive-compulsive disorder, and attention deficit disorder.

Requisite: Psychology 12 or consent of the instructor. Limited to 40 students. First semester. Professor Baird.

26. Introduction to Neuroscience. (Also Neuroscience 26.) See Neuroscience 26.

Requisite: Psychology 12 or 15 or Biology 18 or 19. Limited to 18 students. Second semester. Professors Turgeon and George.

27. Developmental Psychology. A study of human development across the life span with emphasis upon the general characteristics of various stages of development from birth to adolescence and upon determinants of the developmental process.

Requisite: Psychology 11 or 12. Second semester. Professor Olver.

28. Abnormal Psychology. A review of various forms of psychopathology including addictive, adjustment, anxiety, childhood, dissociative, impulse control, mood, organic, personality, psychophysiological, schizophrenic, and sexual disorders. Based on a review of contemporary research findings, lectures and discussion will focus on the most relevant approaches for understanding, diagnosing, and treating psychological disorders. The biopsychosocial model will serve as a basis for explaining the etiology of psychological disorders, and discussion will focus on empirically supported interventions for treating these conditions.

Requisite: Psychology 11 or 12, or consent of the instructor. Limited to 75 students. First semester. Professor Halgin of the University of Massachusetts.

31. The Psychology of Leadership. How do leaders emerge? Who are they? When do they succeed or fail? This course studies these and other issues concerning leadership and the relevant theory and research on social influence, persuasion, decision-making and group dynamics. Topics include the behavior of leaders, the perception of leaders, and the interaction of personal and situational factors in the emergence and effectiveness of leadership. Examples of leadership in organizations, politics, sports, the military, and higher education are considered.

Requisite: Psychology 20 or 21. First semester. Visiting Lecturer Goethals of Williams College.

32. Psychology of Adolescence. This course will focus on the issues of personal and social changes and continuities which accompany and follow physiological puberty. Topics to be covered include physical development, autonomy, identity, intimacy, and relationship to the community. The course will present cross-cultural perspectives on adolescence, as well as its variations in American society. Both theoretical and empirical literature will be examined.

Requisite: Psychology 11. Limited enrollment. Second semester. Professor Aries.

33. Cognitive Psychology. This course will examine how the mind extracts information from the environment, stores it for later use, and then retrieves it when it becomes useful. Initially, we will discuss how our eyes, ears, and brain turn light and sound into colors, objects, speech, and music. Next, we will look at how memory is organized and how it is used to accomplish a variety of tasks. Several memory models will be proposed and evaluated: Is our brain a large filing cabinet? a sophisticated computer? We will then apply these principles to understand issues like intelligence, thinking, and problem solving. Throughout the course, we will discuss how damage to various parts of the brain affects our ability to learn and remember.

Requisite: Psychology 11 or 12. Omitted 2003-04.

34. Memory. This course will provide a comprehensive overview of the study of memory. We will begin by examining empirical research on memory for different kinds of content: factual information vs. personal events vs. cognitive skills. This research will be used to evaluate several contemporary models of memory. From there, we will examine how memory theories have been applied to understanding "real world" issues such as eyewitness testimony, and the false/recovered memory debate. We will also discuss developmental changes in memory—from infancy to old age. We will supplement our analysis of memory with evidence from the rapidly growing field of cognitive neuroscience.

Requisite: Psychology 11. Limited to 30 students. Omitted 2003-04. Professor Schulkind.

36. Psychology of Aging. An introduction to the psychology of aging. Course material will focus on the behavioral changes which occur during the normal aging process. Age differences in learning, memory, perceptual and intellectual abilities will be investigated. In addition, emphasis will be placed on the neural correlates and cognitive consequences of disorders of aging such as Alzheimer's disease. Course work will include systematic and structured observation within a local facility for the elderly.

Requisite: Psychology 11 or 12. Limited to 20 students. Omitted 2003-04. Professor Raskin.

40. Sex Role Socialization. An examination of the processes throughout life that produce and maintain sex-typed behaviors. The focus is on the development of the psychological characteristics of males and females and the implications of that development for participation in social roles. Consideration of the biological and cultural determinants of masculine and feminine behaviors will form the basis for an exploration of alternative developmental possibilities. Careful attention will be given to the adequacy of the assumptions underlying psychological constructs and research in the study of sex differences.

Requisite: Psychology 11 or 12 and consent of the instructor. Limited to 15 students. First semester. Professor Olver.

44. The Social Psychology of Race. An interdisciplinary investigation of the social psychology of race in the United States examining the nature and causes of racial stereotypes, prejudice, and discrimination. We will discuss alternatives to more traditional cognitive approaches that regard stereotyping primarily as a bias produced by the limits of individual processing. While grounded in social psychological theory, we will examine the emergence of race as an important social variable resulting from the interplay of various socio-historical forces. Readings will range from scientific journal articles to personal and intellectual accounts by some key figures in race research including G. Allport, W.E.B. Du Bois, N. Lemann, J.H. Stanfield, S. Steele, and C. West.

Requisite: Psychology 11. Limited to 30 students. First semester. Professor Hart.

45. Research Methods in Physiological Psychology. This course will provide students with "hands-on" exposure to state of the art techniques currently used in physiological psychology research. In a laboratory setting, students will be trained to design and carry out classic, current, and original experiments that explore the neurological bases of behaviors such as sex, drinking, and feeding, among others. The entire research process, from hypothesis to data collection to written report, will be emphasized.

Requisite: Psychology 26, or consent of the instructor. Omitted 2003-04. Professor Baird.

46. Environmental Psychology. The field of environmental psychology emerged in response to our society's increasing concern about environmental problems. While it deals with applied problems, the field makes use of theory and research on basic psychological processes to study the relationship between people and their environments. This course introduces students to the methods and findings of the field. In the first half of the course we will examine empirical research on topics such as the effects of environmental qualities (e.g., temperature, light, air pollution) on human functioning; differences in environmental attitudes and activism as a function of various human factors (e.g., culture, personality, gender); and the influence of interventions (e.g., education, reward, punishment) on promoting conservation behavior. In the second half of the course, students will design and conduct their own research projects which focus on one of the topics previously studied.

Requisite: Psychology 22. Limited to 15 students. Open to juniors and seniors. Omitted 2003-04. Professor Demorest.

47. Health Psychology. An introduction to the theories and methods of psychology as applied to health-related issues. We will consider theories of reasoned action/planned behavior, social cognition, and the health belief model. Topics will include personality and illness, addictive behaviors, psychoneuroimmunology, psychosocial factors predicting health service utilization and adherence to medical regimens, and framing of health-behavior messages and interventions.

Requisite: Psychology 11 or 12. Limited to 30 students. First semester. Professor Sanderson.

53. Clinical Inquiry. This course will examine methods used by clinical psychologists to understand the psychology of individual personalities. The first half of the course will focus on the analysis of narrative imagery to decipher the dominant patterns of thinking, feeling, and behaving that reflect the way an individual organizes his/her experience of the world. We will study narratives freely generated (i.e., autobiographical reports) as well as those generated to a standard psychological test (i.e., the Thematic Apperception Test). In the second half of the course, students will each pick a psychological test to study in detail and will lead class meetings devoted to those tests.

Requisite: Psychology 21 or 28. Limited to 15 students. Open to juniors and seniors. Second semester. Professor Demorest.

54. Close Relationships. An introduction to the study of close relationships using social-psychological theory and research. Topics will include interpersonal attraction, love and romance, sexuality, relationship development, communication, jealousy, conflict and dissolution, selfishness and altruism, loneliness, and therapeutic interventions. This is an upper-level seminar for the major

requirement which requires intensive participation in class discussion and many written assignments.

Requisite: Psychology 20 or 21. Open to juniors and seniors. Admission with consent of the instructor. Limited to 15 students. Second semester. Professor Sanderson.

56. Seminar in Motivation. This course will explore in detail the neurophysiological underpinnings of basic motivational systems such as feeding, drinking, and sex. Students will read original articles in the neuroanatomical, neurophysiological, and behavioral scientific literature. Key goals of this course will be to make students conversant with the most recent scientific findings and adept at research design and hypothesis testing.

Requisite Psychology 12 or 26 or consent of the instructor. Limited to 15 students. Second semester. Professor Baird.

59. Hormones and Behavior. This course will analyze how hormones influence the brain and behavior. We will focus on the role gonadal hormones play in animal behaviors such as aggression and sex and consider whether these hormones greatly influence human behaviors. Sexual orientation, maternal behavior, cognitive abilities, the menopause, etc., will be addressed from the point of view of science and from a social, historical and cultural perspective. Students must have a strong science background; knowledge of biology or neuroscience is preferred.

Admission with consent of the instructor. Limited to 15 students. First semester. Professor Turgeon.

60. Developmental Psychobiology. A study of the development of brain and behavior in mammals. The material will cover areas such as the development of neurochemical systems, how the brain recovers from injury, and how early environmental toxins influence brain development. Emphasis will be placed on how aberrations in the central nervous system influence the development of behavior.

Requisite: Psychology 26. Limited to 20 students. Omitted 2003-04. Professor Raskin.

63. Psychology and the Law. Psychology strives to understand (and predict) human behavior. The law aims to control behavior and punish those who violate laws. At the intersection of these two disciplines are questions such as: Why do people obey the law? What are the most effective means for punishing transgressions so as to encourage compliance with the law? The idea that our legal system is the product of societal values forms the heart of this course. We will repeatedly return to that sentiment as we review social psychological principles, theories, and findings addressing how the principal actors in legal proceedings affect each other. We will survey research on such topics as: criminal versus civil procedure, juror selection criteria, juror decision making, jury size and decision rule, the death penalty, insanity defense, and eyewitness reliability. To a lesser degree the course will also consider (1) issues that arise from the impact of ideas from clinical psychology and other mental-health related fields upon the legal system, and (2) the impact that the legal system has had upon the field of psychology.

Requisite: Psychology 20 and consent of the instructor. Limited to 15 students. Second semester. Professor Hart.

66. Music Cognition. Current theories of cognitive psychology will be evaluated in light of what is known about the effects of musical stimuli on learning, memory, and emotion. The course will begin by examining how musical information

is stored and, subsequently, retrieved from memory. Particular attention will be paid to comparing learning and memory of musical and non-musical stimuli. The course will also compare the behavior of trained and untrained musicians to determine how expertise influences cognitive performance. Finally, the course will consider the ability of music to elicit emotional responses and the psychological basis for its use in applied settings.

Requisite: Psychology 33. Limited to 15 students. Omitted 2003-04. Professor Schulkind.

77, 78 or 78D. Senior Departmental Honors. Open to senior majors in Psychology who have received departmental approval. First and second semesters.

97, 97H, 98, 98H. Special Topics. This course is open to qualified students who desire to engage in independent reading on selected topics or conduct research projects. Preference will be given to those students who have done good work in one or more departmental courses beyond the introductory level. A full course or a half course.

Open to juniors and seniors with consent of the instructor. First and second semesters.

RELATED COURSE

Personality and Political Leadership. See Colloquium 14.

Limited enrollment. Admission with consent of the instructors. Omitted 2003-04. Professors Demorest and W. Taubman.

RELIGION

Professors Doran (Chair), Elias*, Niditch, and Wills*; Assistant Professor Heim; Visiting Professor Reeder.

The study of Religion is a diversified and multi-faceted discipline which involves the study of both specific religious traditions and the general nature of religion as a phenomenon of human life. It includes cultures of both the East and West, ancient as well as modern, in an inquiry that involves a variety of textual, historical, phenomenological, social scientific, theological and philosophical methodologies.

Major Program. Majors in Religion will be expected to achieve a degree of mastery in three areas of the field as a whole. First, they will be expected to gain a close knowledge of a particular religious tradition, including both its ancient and modern forms, in its Scriptural, ritual, reflective and institutional dimensions. Ordinarily this will be achieved through a concentration of courses within the major. A student might also choose to develop a program of language study in relation to this part of the program, though this would not ordinarily be required for or count toward the major. Second, all majors will be expected to gain a more general knowledge of some other religious tradition quite different from that on which they are concentrating. Ordinarily, this requirement will be met by one or two courses. Third, all majors will be expected to gain a general knowledge of the theoretical and methodological resources pertinent to the study of religion in all its forms. It is further expected of Honors majors that their theses will demonstrate an awareness of the theoretical and methodological issues ingredient in the topic being studied.

*On leave 2003-04.

Majors in Religion are required to take Religion 11, "Introduction to Religion," Religion 64, "Theories of Religion," and six additional courses in Religion or related studies approved by the Department. In meeting this requirement, majors and prospective majors should note that no course in Religion (including Five College courses) or in a related field will be counted toward the major in Religion if it is not approved by the student's departmental advisor as part of a general course of study designed to cover the three areas described above. In other words, a random selection of eight courses in Religion will not necessarily satisfy the course requirement for the major in Religion.

All majors, including "double majors," are required early in the second semester of the senior year to take a comprehensive examination in Religion. This examination will be designed to allow the student to deal with each of the three aspects of his or her program as described above, though not in the form of a summary report of what has been learned in each area. Rather, the emphasis will be on students' abilities to use what they have learned in order to think critically about general issues in the field.

Departmental Honors Program. Honors in Religion shall consist of Religion 11, Religion 64, and the thesis courses, Religion 77 and 78D, plus five additional semester courses in Religion or related studies approved by the Department; satisfactory fulfillment of the general Honors requirements of the College; satisfactory performance in the comprehensive examination; and the satisfactory preparation and oral defense of a scholarly essay on a topic approved by the Department.

11. Introduction to Religion. This course introduces students to the comparative study of religion by focusing on a major theme within two or more religious traditions. Traditions and topics will vary from year to year. In 2003-04, the major traditions will be Judaism and Christianity and the theme will be war. Through a range of classical and modern sources, we will explore the complex ways in which issues in religion relate to the causes and conduct of war. In addition to working with cases presented in class, each student will prepare an independent study project dealing with religious issues at play in a contemporary conflict.

First semester. Professors Doran and Niditch.

13. Popular Religion. Religions, ancient or modern, are sometimes described as having two modalities or manifestations: the one institutional, of the establishment, the other, popular. The latter is sometimes branded as superstitious, idolatrous, syncretistic, heretical, or cultish. Yet we have come to realize that "popular" religion is frequently the religion of the majority, and that popular and classical threads tend to intertwine in religions as lived by actual adherents. People often express and experience their religiosity in ways related to but not strictly determined by their traditions' sacred officials, texts, and scholars. In the modern era, mass media have provided additional means of religious expression, communication, and community, raising new questions about popular religion. In this course we will explore examples from ancient and modern times, seeking to redefine our understanding of popular religion by looking at some of the most interesting ways human beings pursue and share religious experience within popular cultural contexts.

Topics for study include: ancient Israelite traditions concerning the dead; early Jewish omen texts; televangelist movements; modern apocalyptic groups such as Heaven's Gate; and recent films, television programs, and role-playing games rich in the occult or the overtly religious.

Omitted 2003-04. Professor Niditch.

14. Religion, Ethics, and Politics. The idea of a “liberal” secular state based on individual rights, which is intended to serve as a framework for diverse ethnic, racial, and religious communities, has broad appeal both in the U.S. and abroad. But “relativists” and “communitarians” offer important challenges. In particular, certain religious communities—some of which are labeled “fundamentalist”—protest and sometimes take arms against the dominance of “secular humanism.” In response, defenders of liberalism reject religiously motivated violence and often look for its roots in patriarchy and anti-modern enmity. The course examines the critique of the secular state within and between societies, using examples from the U.S. and elsewhere, and focuses on contemporary debates.

Second semester. Professor Reeder of Brown University.

20. Close Reading: The Classics of Judaism and Christianity. This seminar offers an opportunity for students to engage in the close reading of one or two classic works in the history of Judaism or Christianity. The texts chosen will vary from year to year. In 2003 we will explore the biblical book of Judges, a critical text of ancient Judaism in which Israelites preserve tales of origins and in the process tell us much about tensions and ambivalences in their views of group identity and history. Each week we will read one of the tales of the judges, the swashbuckling bandit heroes of Judaism, and grapple not only with the ancient texts in their complexity, but also with modern scholarship. Methodology will be multi-disciplinary, drawing upon biblical and ancient Near Eastern studies, Judaica, folklore, women’s studies, and comparative literature.

Second semester. Professor Niditch.

21. Ancient Israel. This course explores the culture and history of the ancient Israelites through a close examination of the Hebrew Bible in its wider ancient Near Eastern context. A master-work of great complexity revealing many voices and many periods, the Hebrew Bible or Old Testament is a collection of traditional literature of various genres including prose and poetry, law, narrative, ritual texts, sayings, and other forms. We seek to understand the varying ways Israelites understood and defined themselves in relation to their ancestors, their ancient Near Eastern neighbors, and their God.

First semester. Professor Niditch.

22. Christian Scriptures. An analysis of New Testament literature as shaped by the currents and parties of first-century Judaism. Emphasis will be placed on the major letters of Paul and the four Gospels.

Second semester. Professor Doran.

23. Buddhism in Theory and Practice. (Also Asian 15.) This course is an introduction to the diverse ideals, practices, and traditions of Buddhism from its origins in South Asia to its geographical and historical diffusion throughout Asia and, more recently, into the west. We will explore the Three Jewels—the Buddha, the Dharma, and the Sangha—and how they each provide refuge for those suffering in samsara (the endless cycle of rebirth). We will engage in close readings of the literary and philosophical texts central to Buddhism, as well as recent historical and anthropological studies of Buddhist traditions.

First semester. Professor Heim.

27. Buddhist Ethics. A systematic exploration of the place of ethics and moral reasoning in Buddhist thought and practice. The scope of the course is wide, with examples drawn from the whole Buddhist world, but emphasis is on the

particularity of different Buddhist visions of the ideal human life. Attention is given to the problems of the proper description of Buddhist ethics in a comparative perspective.

Second semester. Professor Heim.

29. Biographies in Buddhist Literature. Who is the Buddha? What is the nature of the Buddhist life? In the first half of this course we engage in close readings of different versions of the Buddha's life story. We will read accounts of the Buddha's previous lives, his birth and youth, his departure from home, his religious quest, the night of enlightenment, his teaching career, and his final release from the world. Of particular interest are the ways in which these accounts intersect with Buddhist history, art, doctrine, ritual, and religious experience. The second half of the course explores autobiographies and biographies of Buddhist lives in both premodern and contemporary traditions from the whole Buddhist world. We shall also consider along the way theoretical reflection about religious (auto)biography.

Second semester. Professor Heim.

32. Religion in the Atlantic World, 1441-1600. (Also Black Studies 28.) American history is rooted in the early history of the Atlantic world, when African, European, and Native American peoples were brought together in a new way by the emerging Atlantic empires of Portugal and Spain. This course is an examination of the complex interaction among religious traditions that was a central feature of this "new world." Special attention will be given to: (1) the earlier Mediterranean-world rivalry of Christianity and Islam and its influence in shaping Portuguese and Spanish attitudes and behavior toward the Africans and Indians they encountered in the Atlantic world; (2) the religious history of the kingdom of Kongo during the reign of Nzinga Mbemba/Afonso I (1506-1543), when there developed among the elite a Catholicism that has been variously interpreted as the wholesale adoption of Portuguese religion, a politically motivated veneer over unchanging traditional beliefs and practices, or a blending of an imported Christianity and prior Kongolese religion; and (3) the religious history of sixteenth-century Mexico, where similar interpretive issues have arisen concerning the fate of Mesoamerican religious traditions in the aftermath of the Spanish conquest; and (4) the "syncretistic" religious patterns evident among "maroon" communities (quasi-independent groupings of escaped and resistant African slaves and sometimes Indians) in several locations, including Mexico, Panama, and Brazil. Emphasis will be placed throughout on a close reading of contemporary sources (in translation) in their historical context, but links will also be drawn between the specific historical cases studied and more general issues in the interpretation of religious conflict and religious change.

Omitted 2003-04. Professor Wills.

37. The Body in Ancient Judaism. The body is a template; the body encodes; the body is a statement of rebellion or convention, of individual attitude or of identity shared by a group. Dressed in one way or another or undressed, pierced or tattooed, shaggy or smooth, fed one way or another, sexually active or celibate, the body, viewed in parts or as a whole, may serve human beings as consummate and convenient expression of world-view. In this course we will explore ancient Israelite and early Jewish representations of the body juxtaposing ancient materials and modern theoretical and descriptive works. Specific topics include treatment of and attitudes towards the dead, hair customs, views

of bodily purity, biblical euphemisms for sex, food prohibitions, circumcision, and God's body.

Second semester. Professor Niditch.

38. Folklore and the Bible. This course is an introduction to the cross-discipline of folklore and an application of that field to the study of Israelite literature. We will explore the ways in which professional students of traditional literatures describe and classify folk material, approach questions of composition and transmission, and deal with complex issues of context, meaning, and message. We will then apply the cross-disciplinary and cross-cultural methodologies of folklore to readings in the Hebrew Scriptures. Selections will include narratives, proverbs, riddles, and ritual and legal texts. Topics of special interest include the relationships between oral and written literatures, the defining of "myth," feminism and folklore, and the ways in which the biblical writers, nineteenth-century collectors such as the Brothers Grimm, and modern popularizers such as Walt Disney recast pieces of lore, in the process helping to shape or misshape us and our culture.

Omitted 2003-04. Professor Niditch.

39. Women in Judaism. (Also Women's and Gender Studies 39.) A study of the portrayal of women in Jewish tradition. Readings will include biblical and apocryphal texts; Rabbinic legal (*halakic*) and non-legal (*aggadic*) material; selections from medieval commentaries; letters, diaries, and autobiographies written by Jewish women of various periods and settings; and works of fiction and non-fiction concerning the woman in modern Judaism. Employing an inter-disciplinary and cross-cultural approach, we will examine not only the actual roles played by women in particular historical periods and cultural contexts, but also the roles they assume in traditional literary patterns and religious symbol systems.

Omitted 2003-04. Professor Niditch.

40. Prophecy, Wisdom, and Apocalyptic. We will read from the work of the great exilic prophets, Jeremiah, Ezekiel, and Isaiah, examine the so-called "wisdom" traditions in the Old Testament and the Apocrypha exemplified by Ruth, Esther, Job, Ecclesiastes, Proverbs, Susanna, Tobit, and Judith, and, finally, explore the phenomenon of Jewish apocalyptic in works such as Daniel, the Dead Sea Scrolls, 4 Ezra, and 2 Baruch. Through these writings we will trace the development of Judaism from the sixth century B.C. to the first century of the Common Era.

Omitted 2003-04. Professor Niditch.

41. Reading the Rabbis. We will explore Rabbinic world-views through the close reading of *halakic* (i.e., legal) and *aggadic* (i.e., non-legal) texts from the Midrashim (the Rabbis' explanations, reformulations, and elaborations of Scripture) the Mishnah, and the Talmud. Employing an interdisciplinary methodology which draws upon the tools of folklorists, anthropologists, students of comparative literature, and students of religion, we will examine diverse subjects of concern to the Rabbis ranging from human sexuality to the nature of creation, from ritual purity to the problem of unjust suffering. Topics covered will vary from year to year depending upon the texts chosen for reading.

Omitted 2003-04. Professor Niditch.

45. History of Christianity—The Early Years. This course deals with issues which arose in the first five centuries of the Christian Church. We will examine first how Christians defined themselves vis-à-vis the Greek intellectual environment, and also Christian separation from and growing intolerance towards Judaism.

Secondly, we will investigate Christians' relationship to the Roman state both before and after their privileged position under Constantine and his successors. Thirdly, the factors at play in the debates over the divinity and humanity of Jesus will be examined. Finally, we will look at the rise and function of the holy man in late antique society as well as the relationship of this charismatic figure to the institutional leaders of the Christian Church. Note will be taken that if it is primarily an issue of the holy *man*, what happened to the realization of the claim that "in Christ there is neither male nor female"? What too of the claim that "in Christ there is neither free nor slave"?

Omitted 2003-04. Professor Doran.

47. Reproductive Ethics. Classical patterns of Jewish and Christian thought view reproduction as a *duty* of a creature of God; the traditions specify how, when, where, and with whom; exceptions are discussed. In so-called "modern" culture reproduction has come to be seen as a *right*, part of self-determination over self and body: under most circumstances no one should interfere with my "right to decide what happens in and to my body." Dissatisfied with what they view as an overemphasis on autonomy or self-determination, some contemporary thinkers, however, have tried to avoid "commodification" and to maintain valued relationships. The course examines classical and contemporary sources in Jewish and Christian ethics and relates them to secular debates. Topics include artificial insemination, in vitro fertilization, surrogate motherhood, embryonic stem cells, and cloning.

First semester. Professor Reeder of Brown University.

48. Human Rights, Global Markets, and Moral Claims. Recent decades have seen accelerating global economic and technological integration accompanied by a widening rift between the world's "haves" and "have-nots." Can the interests of local communities, especially in poor countries, and the prerogatives of powerful economic actors such as multinational corporations be reconciled? If so, within what moral framework? As Alasdair MacIntyre and others have observed, contemporary society features the coexistence of multiple moral systems, apparently proceeding from mutually exclusive premises. Citing the "Universal Declaration of Human Rights" (1948), secular progressives have sought to break the impasse by measuring social, economic, and political institutions and practices against an ostensibly transcultural standard of rights and obligations rooted in the dignity of the person. Yet when corporations, too, claim rights as legal persons, the picture clouds. While human rights activists and free market theorists struggle to find common ground, conservative religious leaders challenge both views, preaching a return to the authority of scripture and tradition. Given such disparities in core values and deliberative procedures, what possibilities for moral consensus remain? This course will examine the question, drawing on readings from contemporary moral philosophy, analyses of globalization and market theory, and the legal and philosophical literature on rights.

Omitted 2003-04.

52. The Search for the Historical Jesus. "Who do people say I am?" Jesus is said to have asked his disciple (Mark 8:27). From his lifetime until now, there have been multiple responses to this question. Both the ancient gospels and modern historians of Christianity continue to grapple with the question, Who is Jesus? This course will first explore what sources, both literary and archaeological, are available in the search for Jesus, and problems raised in deciphering them. Then, it will examine the variety of portrayals of Jesus found in

modern scholarship. Is Jesus a revolutionary? a prophet? reformer of Judaism? a charismatic miracle-worker? a wise teacher? a messiah?

Omitted 2003-04. Professor Doran

53. Sufism. (Also Asian 56.) This seminar explores mystical experience and philosophy through an inquiry into the Islamic movement called Sufism. The course examines Sufism from several directions: it surveys individual mystics and Sufi martyrs; studies the social organization of Sufi communal life and religious practice; explores the symbolism of mystical poetry; analyzes the ideas of prominent Sufi philosophers; and traces the development of Sufism in Africa and India. The narrow goal of the course is to understand the spiritual dimensions of Islamic religious leadership and the variety of its manifestations in the intellectual life, social organizations, and regional diversification of the Islamic world. The wider goal is to gain an understanding of the nature of religious experience and the role of communal and individual dimensions of mysticism within this religious experience.

Limited to 15 students. Omitted 2003-04. Professor Elias.

55. Islam in the Modern World. (Also Asian 57.) The purpose of the course is to achieve an understanding of events occurring in the Islamic world by studying how Muslims view themselves and the world in which they live. Beginning with a discussion of the impact of colonialism, we will examine Islamic ideas and trends in the late colonial and post-colonial periods. Readings will include religious, political and literary writings by important Muslim figures. Movements, events and central issues (e.g., the changing status of women and the aftermath of the breakdown of the Soviet Union) will be examined in the context of modern nation states. Special attention will be paid to contesting forms of Islam in the late twentieth century and to developments in Islam in the United States, both among converts and immigrants. One of the main objectives is to show that what appear to be similar movements in the Islamic world are, in fact, widely disparate in their origins and goals.

Omitted 2003-04. Professor Elias.

56. Women and Islamic Constructions of Gender. (Also Women's and Gender Studies 56.) The focus of this course is on the lives of contemporary Muslim women, the factors informing constructions of gender in the Islamic world, and the role played by questions of women's status in modern Islamic religion and society. We will begin by briefly examining the status and images of women in classical Islamic thought, including themes relating to scripture, tradition, law, theology, philosophy and literature. The second section of the course will focus on contemporary Muslim women in a number of different cultural contexts in order to highlight a variety of issues significant for contemporary Muslim women: veiling and seclusion, kinship structures, violence, health, feminist activism, literary expression, etc. The final section of the course will deal with an exploration of Muslim feminist thought, which we will attempt to place in dialogue with western feminism with the hope of arriving at a better understanding of issues related to gender, ethics and cultural relativism. Weekly readings will include original religious texts in translation, secondary interpretations, ethnographic descriptions and literary works by Muslim women authors.

Omitted 2003-04. Professor Elias.

59. Religion and Race in the Early Republic. Against the background of a general survey of religion in the United States from the framing of the Constitution to the Jacksonian era, this course will focus on the intersection between religion and the complex realities of race and slavery during this period. Topics to be

addressed will include: the meaning and consequences of the constitutional "separation of church and state"; the nature and extent of what has sometimes been termed "the democratization of American religion" during these decades; the rise of the American Protestant missionary movement, both foreign and domestic; American responses to the Islamic world; the impact of the Haitian Revolution on American religion and racial politics; and the development of Roman Catholicism in the early United States. Special attention will be given to the religious life of African Americans.

Omitted 2003-04. Professor Wills.

61. Religion in Black America: The Twentieth Century. (Also Black Studies 51.) This course will examine continuity and change in the role of religion in African-American life in the twentieth century. Does religion generally hold the same place now in black America that it did a hundred years ago? Or has its role changed in some fundamental way? What explains this continuity or change? Special attention will be given to historical and social scientific interpretations claiming that the period between the two world wars saw "urbanization" and "modernization" begin a deep transformation of religion's place in African-American life.

Omitted 2003-04. Professor Wills.

64. The Mirror of Religion: Theories and Methods in Religious Studies. What does religious studies study? How do its investigations proceed? Is religion something we can only study when we no longer "have" it? Or, on the contrary, can a religious worldview only truly be understood from within, by those who share its beliefs and values? Is there a generic "something" that we can properly call "religion" at all? Or are some recent scholars right in charging that the concept of religion shaped by the European Enlightenment is inapplicable to other cultural context? This course will explore several of the most influential efforts to develop theories of religion and methods for its study. We will consider psychological, sociological, anthropological, and phenomenological theories of religion, along with recent challenges from thinkers associated with feminist and postcolonial perspectives.

Second semester. Professor Reeder of Brown University.

67. Sacrifice and the Gift. This course is a thematic exploration of giving and sacrifice as central categories of human experience. The course is explicitly comparative, drawing on examples from both premodern and modern contexts, and in multiple religious traditions. The course is also multi-disciplinary, making use of religious, philosophical, ethical, literary, and anthropological reflections on the meanings of the gift. We shall discuss how the gift is related to religious sacrifice, hospitality, charity, alms-giving, and reciprocity. We will also consider the nature of giving and sacrifice in the contemporary world, as in, for example, the logics of philanthropy in the context of global capitalism, and the meanings of sacrifice in the context of nationalism and war.

First semester. Professor Heim.

68. Apocalyptic Renewal in the Western Tradition. Apocalyptic leaders have called for the end of the present world order and the inauguration of a new one, sometimes to be brought about by peaceful means, sometimes by violence. This course will explore apocalyptic thought in writings of Second Temple Judaism and in formative writings of early Christianity, its reappearance in Late Antiquity and its flourishing in the medieval period before turning to its influence on such movements as the Millerite movement and Waco.

Second semester. Professor Doran.

69. The Power of Icons. Images and icons occupy a central place in human life. They are worshiped, venerated, denounced and destroyed, but seldom are they ignored. This course will explore the role played by icons and religious images in a variety of religious contexts. It will cover the nature of icons and the controversy surrounding them in Greek Orthodox and Roman Catholic Christianity. Aniconism and iconophobia will be analyzed in the Islamic context. The Christian and Muslim ambivalence toward icons and images will be contrasted with their centrality in Hinduism. The course will also explore the limits of what constitute religious icons by examining truck decoration in Pakistan and the cult of Elvis in the United States.

Limited to 20 students. Omitted 2003-04. Professor Elias.

70. Varieties of Love: Eros, Friendship, and Compassion. What are the varieties of love? Striving for erotic union with the other? The mutual attachments of friends? Compassionate care for the stranger, even at great cost to the giver? The course examines these famous notions of love, asks how they are similar and different, and relates them to classic and contemporary sources, both religious and secular. Novels and personal experience will be used for examples.

First semester. Professor Reeder of Brown University.

72. Issues in Buddhist Philosophy. (Also Asian 59.) A seminar designed for a critical examination of major questions raised in Buddhist philosophy. The seminar will center on a close reading of key passages from the Madhyamaka radical dialectic of Nagarjuna and Candrakirti; Dignaga's writings on language as absence (*apoha* theory); and Yogacara idealism and its critique of representation. Not only will we assess the success of these thinkers and schools within the overall Buddhist project to do philosophy without a metaphysical underpinning, we will also make our own assessment of these passages and their implications for contemporary discussions in philosophy. To stimulate our thinking for this latter question, we will read selected passages that bear upon Buddhist issues from contemporary Western philosophers, including Husserl, Heidegger, Sartre, and Derrida. In the final portion of the seminar we will consider recent Japanese attempts to write a philosophy of the body, based on Buddhist meditation theory and a variety of artistic practices.

Limited enrollment. Omitted 2003-04.

73. Seminar on Christianity as a Global Religion. Christianity is often thought of as a "Western" or European religion. This overlooks, however, much of the early history of Eastern Christianity and, more importantly, the present reality that Christianity is increasingly the religion of "non-Western" peoples, both in their ancestral homelands and abroad. Through common readings and independent research, this seminar will explore aspects of the early history of eastern Christianity, the role of European missions of the early modern and modern periods in the further globalization of Christianity, and recent and contemporary developments in Christian thought and practice in Africa, Asia, the Caribbean, Latin America, and among populations from these places now resident in the United States.

Not open to first-year students. Omitted 2003-04. Professor Wills.

77. Senior Departmental Honors. Required of candidates for Honors in Religion. Preparation and oral defense of a scholarly essay on a topic approved by the Department. Detailed outline of thesis and adequate bibliography for project required before Thanksgiving; preliminary version of substantial portion of thesis by end of semester.

Open to seniors with consent of the instructors. First semester. The Department.

78D. Senior Departmental Honors. Required of candidates for Honors in Religion. A continuation of Religion 77. A double course.

Open to seniors with consent of the instructors. Second semester. The Department.

97, 98. Special Topics. Independent Reading Course. Reading in an area selected by the student and approved in advance by a member of the Department.

First and second semesters. The Department.

RELATED COURSES

Indian Civilization. See Anthropology 21.

First semester. Professor Babb.

Religion and Society in the South Asian World. See Anthropology 34 (also Asian Studies 60).

Second semester. Professor Babb.

Myth, Ritual and Iconography in West Africa. See Black Studies 42.

Second semester. Professor Abiodun.

The Reformation Era, 1500-1660. See History 29.

Omitted 2003-04. Professor Hunt.

Church, Family and Culture in Nineteenth-Century America. See History 48.

Second semester. Professor Saxton.

RUSSIAN

Professors Petersont†, Rabinowitz‡, and J. Taubman; Associate Professor Ciepiela (Chair); Senior Lecturer Emerita V. Schweitzer; Lecturer Babyonyshev; Visiting Lecturer Chadaga.

Major Program. The major program in Russian is an individualized interdisciplinary course of study. It includes general requirements for all majors and a concentration of courses in one discipline: literature, film, cultural studies, history, or politics. Eight courses are required for the major, including Russian 11 and one course beyond Russian 11 taught in Russian. Courses numbered 04 and above will count for the major. Normally, two courses taken during a semester abroad in Russia may be counted; H-14 and H-15 together will count as one course. Additionally, all majors must elect either Russian 21 or History 05 or an approved equivalent. Other courses will be chosen in consultation with the advisor from courses in Russian literature, culture, history and politics. Students are strongly encouraged to enroll in non-departmental courses in their chosen discipline.

Comprehensives. Students majoring in Russian must formally define a concentration within the major no later than the pre-registration period in the spring of the junior year. By the end of the add/drop period in the fall of the senior year, they will provide a 4- or 5-page draft essay which describes the primary focus of their studies as a Russian major. Throughout this process of defining a topic of concentration, majors will have the help of their advisors. A final draft of the essay, due at the end of the add/drop period of second semester of the

†On leave first semester 2003-04.

‡On leave second semester 2003-04.

senior year, will be evaluated by a committee of departmental readers in a conference with the student. This, in addition to a one-hour translation exam taken in the fall of the senior year, will satisfy the comprehensive examination in Russian.

Departmental Honors Program. In addition to the above requirements for the major program, the Honors candidate will take Russian 77-78 during the senior year and prepare a thesis on a topic approved by the Department. Students who anticipate writing an Honors essay in Russian history or politics should request permission to work under the direction of Professor Peter Czap (History) or Professor William Taubman (Political Science). All Honors candidates should insure that their College program provides a sufficiently strong background in their chosen discipline.

Study Abroad. Majors are encouraged to spend a semester or a summer studying in Russia. Information about approved programs is available from Department faculty.

01. First-Year Russian I. Introduction to the contemporary Russian language. By presenting the fundamentals of Russian grammar and syntax, the course helps the student make balanced progress towards competence in listening comprehension, speaking, reading, writing, and cultural competence. Four meetings per week, with an additional conversation hour conducted by a native speaker.

First semester. Professor J. Taubman and Lecturer Babyonyshev.

02. First-Year Russian II. Continuation of Russian 01.

Requisite: Russian 01 or equivalent. Second semester. Professor Peterson and Lecturer Babyonyshev.

03. Second-Year Russian I. This course stresses vocabulary building and continued development of speaking and listening skills. Active command of Russian grammar is steadily increased. Readings from authentic materials in fiction, non-fiction and poetry. Brief composition assignments. Four meetings per week, including a conversation hour.

Requisite: Russian 02 or the equivalent. This will ordinarily be the appropriate course placement for students with 2-3 years of high school Russian. First semester. Professor Rabinowitz and Lecturer Babyonyshev.

04. Second-Year Russian II. Continuation of Russian 03.

Requisite: Russian 03 or equivalent. Second semester. Professor Ciepiela and Lecturer Babyonyshev.

11. Third-Year Russian: Studies in Russian Language and Culture I. This course advances skills in reading, speaking, understanding, and writing Russian, with materials from twentieth-century culture. Readings include fiction by Chekhov, Bulgakov, and Kharmis, and poetry by Akhmatova, Blok, Tsve-taeva, and Pasternak. Conducted in Russian, with frequent writing assignments and occasional grammar and translation exercises.

Requisite: Russian 04 or equivalent. First-year students with strong high school preparation (usually 4 or more years) may be ready for this course. First semester. Professor Ciepiela and Senior Lecturer Emerita Schweitzer.

12. Third-Year Russian: Studies in Russian Language and Culture II. We will be reading, in the original Russian, works of fiction, poetry and criticism by nineteenth-century authors such as Pushkin, Tolstoy, Gogol, Dostoevsky, Turgenev

and Chekhov. Conducted in Russian, with frequent writing and translation assignments.

Requisite: Russian 11 or equivalent. Second semester. Senior Lecturer Emerita Schweitzer and Staff.

14H. Advanced Intermediate Conversation and Composition. A course designed for intermediate level students who wish to develop their fluency, pronunciation, oral comprehension, and writing skills. We will study and discuss Russian films of various genres. Two hours per week.

Requisite: Russian 11 or consent of the instructor. Second semester. Lecturer Babyonyshev.

15H. Advanced Conversation and Composition. A course designed for advanced students of Russian who wish to develop their fluency, pronunciation, oral comprehension, and writing skills. Major attention will be given to reading, discussion and interpretation of current Russian journalistic literature. This course will cover several basic subjects, including the situation of the Russian media, domestic and international politics, culture, and everyday life in Russia. Two hours per week.

Requisite: Russian 12 or consent of the instructor. First semester. Lecturer Babyonyshev.

COURSES OFFERED IN ENGLISH

16. Twentieth-Century Russian Poetry in Translation. An introduction to the world of Russia's poets, who have imagined themselves as prophet and mad pariah, lips moving in the grave, and gatherer of trash. Threatened by silence, exile, and mockery, they speak as conscience and memory; their predicament raises essential questions about the tasks and powers of poetry. We will read poems by Mayakovsky, Akhmatova, Mandelstam, Pasternak, and Tsvetaeva, and by three contemporary poets, Brodsky, Sedakova, and Shvarts. Along the way we will study the image of the Russian poet in Western poetry, and read autobiographical and critical writings, some by the poets themselves. All readings in English translation, with special assignments for those able to read Russian.

Omitted 2003-04. Professor Ciepiela.

17. Strange Russian Writers: Gogol, Dostoevsky, Bulgakov, Nabokov, et al. A course that examines the stories and novels of rebels, deviants, dissidents, loners, and losers in some of the weirdest fictions in Russian literature. The writers, most of whom imagine themselves to be every bit as bizarre as their heroes, include from the nineteenth century: Gogol ("Viy," "Diary of a Madman," "Ivan Shponka and His Aunt," "The Nose," "The Overcoat"); Dostoevsky ("The Double," "A Gentle Creature," "Bobok," "The Dream of a Ridiculous Man"); Tolstoy ("The Kreutzer Sonata," "Father Sergius"), and from the twentieth century: Olesha (*Envy*); Platonov (*The Foundation Pit*); Bulgakov (*The Master and Margarita*); Nabokov (*The Eye, Despair*); Erofeev (*Moscow Circles*); Pelevin ("The Yellow Arrow"). Our goal will be less to construct a canon of strangeness than to consider closely how estranged women, men, animals, and objects become the center of narrative attention and, in doing so, reflect the writer Tatyana Tolstaya's claim that "Russia is broader and more diverse, stranger and more contradictory than any idea of it. It resists all theories about what makes it tick, confounds all the paths to its possible transformation." All readings in English translation.

Not open to first-year students. First semester. Professor Rabinowitz.

18. Russian Lives. What does it mean to tell the story of a life? What models or agendas shape the way it is told? Such questions will guide our study of Russian "life-writing," as we read autobiographies, memoirs, and fictional narratives. These will include works by such writers as Tolstoy, Nabokov, and Pushkin, as well as by nineteenth-century revolutionaries, a sectarian priest, a Soviet laborer, and a cross-dressing woman who fought in the Napoleonic wars. No familiarity with Russian language or culture is assumed; all readings are in translation.

Omitted 2003-04. Professor Ciepiela.

21. Identity and Innovation in Nineteenth-Century Russian Literature. In the first half of the nineteenth century, Russian authors created literary masterpieces that playfully experimented with genre conventions. Stylistic innovation can be seen as one manifestation of Russia's attempt to break free from Western models and to carve out her own identity. At a time when literature was virtually the only forum in which to address the conflicts that were tearing the nation apart, Russian writers strove not only to reflect their world but also to change it. Paying close attention to how artistic form conveys meaning, we will read narratives by Pushkin, Gogol, Lermontov, Turgenev, Pavlova, Goncharov, and Leskov, as well as early works by Dostoevsky and Tolstoy, and discuss such topics as intertextuality, the Petersburg myth, the role of the artist in society, the status of women, the debate over serfdom, and the relationship between Russia and the West. All readings will be in translation, with special assignments for those able to read in Russian.

First semester. Visiting Lecturer Chadaga.

22. Survey of Russian Literature II. An examination of major Russian writers and literary trends from approximately 1860 to the Bolshevik Revolution, including a brief glimpse at the persistence of nineteenth-century themes in émigré and post-Soviet writing. The course explores the dialogue and rivalry among Russia's three famous "realists" of the period (Dostoevsky, Tolstoy, and Chekhov) and then focuses on the emergence at the end of the century of a new "Symbolist" and "Decadent" literature that accompanied an era of social collapse and revolutionary ideas. Attention will be given to lesser-known Russian writers (Sologub, Bely, Bunin, Kuzmin) who both revise and repeat the forms and preoccupations of Russian literary culture. The course concludes with a critical review of an example of post-Soviet writing, reflecting once again an age of social collapse and cultural transformation. All readings in English translation, with special assignments for those able to read Russian.

Second semester. Professor Peterson.

23. Russian Literature in the Twentieth Century. Political and artistic revolutions in twentieth-century Russia had repercussions far beyond its borders; we still feel the aftershocks to this day. How do artists respond to, interpret, and shape historical events? In this course we will consider a variety of written and visual texts dealing with the Bolshevik revolution, the Stalinist terror, World War II, the Thaw, the advent of glasnost' and perestroika, and the post-Soviet era. We will see how provocateurs and innovators such as Mayakovsky, Akhmatova, Babel, Zoshchenko, Bulgakov, Solzhenitsyn, Brodsky, Pelevin, and Tolstaya ushered in new ways of seeing and explored the relationship between art and ideology, exile and creativity, memory and survival, individual psychology and historical cataclysm. All readings will be in translation, with special assignments for those who read Russian. Two meetings per week.

Second semester. Visiting Lecturer Chadaga.

25. Seminar on One Writer: Vladimir Nabokov. An attentive reading of works spanning Nabokov's entire career, both as a Russian and English (or "Amero-Russian") author, including autobiographical and critical writings, as well as his fiction and poetry. Special attention will be given to Nabokov's lifelong meditation on the elusiveness of experienced time and on writing's role as a supplement to loss and absence. Students will be encouraged to compare Nabokov's many dramatizations of "invented worlds" and to consider them along with other Russian and Western texts, fictional and philosophical, that explore the mind's defenses against exile and separation. All readings in English translation, with special assignments for those able to read Russian. Two meetings per week.

Not open to first-year students. Omitted 2003-04. Professor Peterson.

27. Fyodor Dostoevsky. Among the many paradoxes Dostoevsky presents is the paradox of his own achievement. Perceived as the most "Russian" of Russian writers, he finds many enthusiastic readers in the West. A nineteenth-century author, urgently engaged in the debates of his time, his work remains relevant today. The most influential theorists of the novel feel called upon to account for the Dostoevsky phenomenon. How can we understand Dostoevsky's appeal to so many audiences? This broad question will inform our reading of Dostoevsky's fiction, as we consider its social-critical, metaphysical, psychological, and formal significance. We will begin with several early works ("Notes from Underground," "The Eternal Husband") whose concerns persist and develop in the great novels that are the focus of the course: *The Possessed*, *The Idiot*, and *The Brothers Karamazov*. All readings and discussion in English. Two class meetings per week.

First semester. Professor Ciepiela.

28. Tolstoy. Lev Tolstoy's life and writings encompass self-contradictions equaled in scale only by the immensity of his talent: the aristocrat who renounced his wealth, the former army officer who preached nonresistance to evil, the father of thirteen children who advocated total chastity within marriage, and, of course, the writer of titanic stature who repudiated all he had previously written, including *War and Peace* and *Anna Karenina*. We will read these two masterworks in depth, along with other fictional and publicistic writings (*Childhood*, *The Death of Ivan Ilyich*, *Kreutzer Sonata*, *What Is Art?*), as we explore both the nature of his artistic achievement and his evolving views on history, the family, war, death, religion, art, and education. Conducted in English, all readings in translation, with special assignments for students who read Russian. Two class meetings per week.

Second semester. Professor J. Taubman.

29. Russian and Soviet Film. Lenin declared "Cinema is the most important art" and the young Bolshevik regime threw its support behind a brilliant group of film pioneers (Eisenstein, Vertov, Kuleshov, Pudovkin, Dovzhenko) who worked out the fundamentals of film language. Under Stalin, historical epics and musical comedies, not unlike those produced in Hollywood, became the favored genres. The innovative Soviet directors of the sixties and seventies (Tarkovsky, Parajanov, Abuladze, Muratova) moved away from politics and even narrative toward "film poetry." This course will introduce the student to the great Russian and Soviet film tradition. Frequent short writing assignments. Conducted in English. Two class meetings and one or two required screenings a week.

Omitted 2003-04. Professor J. Taubman.

30. Chekhov and His Theater (Also Theater and Dance 21.) See Theater and Dance 21.

Second semester. Professor Ciepiela and Playwright-in-Residence Congdon.

ADVANCED LITERARY SEMINARS

43. Advanced Studies in Russian Literature and Culture I. The topic changes every year. This year's theme will be the work of the great Russian poet, Aleksandr Pushkin. Pushkin spent the fall of 1830 on the Boldino estate. Those three months proved to be one of the most prolific periods of his creative life. During his time at Boldino, Pushkin worked in a variety of literary genres. He completed the novel *Eugene Onegin*, wrote poetry, short fiction, dramatic works, criticism, and many letters. During the course of the semester we will become acquainted with his work in each of these genres. The close reading of Pushkin's work from Boldino will provide students with an understanding of why Russians consider him their greatest poet. Taught entirely in Russian.

First semester. Senior Lecturer Emerita Schweitzer.

44. Advanced Studies in Russian Literature and Culture II. The topic changes every year. This semester we will read Bulgakov's novel *Master and Margarita*. In this major twentieth-century novel, Bulgakov aims his satiric pen at the excesses of Stalinist Russia in a fantastic and philosophical meditation on the nature of good and evil. Boundless fantasy intertwines with reality, buffoonery with profound seriousness, satire with genuine religious feeling; Muscovites of the 1930s coexist with medieval witches and devils, Soviet bureaucrats with Jesus of Nazareth, Mephistopheles with Pontius Pilate. Two class meetings per week. Taught entirely in Russian.

Second semester. Lecturer Babyonyshev.

77, 78. Senior Departmental Honors. Meetings to be arranged. Open to, and required of, seniors writing a thesis.

First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

RELATED COURSES

Russia: A History of Russia Until Approximately 1880. See History 05.
Omitted 2003-04. Professor Czap.

Russia: A History of Late Imperial and Soviet Russia. See History 06.
First semester. Professor Czap.

Russian Politics Past and Present. See Political Science 27.
Second semester. Professor W. Taubman.

Problems of International Politics. See Political Science 57.
First semester. Professor W. Taubman and Loewenstein Fellow Pechatnov.

SPANISH

Professors Benítez-Rojo, Maraniss‡, and Stavans (Chair); Senior Lecturers Otaño-Benítez and Alegre; Lecturer Carracelas-Juncal; Andrew W. Mellon Visiting Assistant Professor Rojas.

‡On leave second semester 2003-04.

The objective of the major is to learn about Hispanic cultures directly through the Spanish language and principally by way of their literature and other artistic expressions.

We study literature and a variety of cultural manifestations from a modern critical perspective, without isolating them from their context. To give students a better idea of the development of the Hispanic world throughout the centuries, we expect majors to select courses on the literature and cultures of Spain, Latin America, and Latinos in the U.S. Fluent and correct use of the language is essential to the successful completion of the major. Most courses are taught in Spanish. The Department urges majors to spend a semester or a year studying in a Spanish-speaking country.

Major Program. The Department of Spanish expects its majors to have a broad and diverse experience in the literatures and cultures of Spanish-speaking peoples. To this end, continuous training in the use of the language and travel abroad will be emphasized.

The following requirements for a major in Spanish (both *rite* and with Departmental Honors) will apply. The major will consist of a minimum of nine courses in the literatures and cultures of Spanish-speaking peoples. Majors will be expected to take one course in each of the three cultural areas encompassing the Hispanic world: Spain, Latin America, and Latinos in the USA. All courses offered by the Department above Spanish 03 will count for the major. Five of those courses must be taken from the Spanish offerings at Amherst College. Courses enrolled abroad or outside the Department will require departmental approval.

Departmental Honors Program. In addition to the major program described above, a candidate for Departmental Honors must present a thesis and sustain an oral examination upon the thesis. Candidates will normally elect 78D in the second semester of their senior year.

Combined Majors. Both *rite* and Departmental Honors majors may be taken in combination with other fields, e.g., Spanish and French, Spanish and Religion, Spanish and Fine Arts. Plans for such combined majors must be approved in advance by representatives of the departments concerned.

Interdisciplinary Majors. Interdisciplinary majors are established through the Committee on Academic Standing and Special Majors, with the endorsement and cooperation of the Department or with the approval of individual members of the Department.

Study Abroad. Students majoring in Spanish are encouraged and expected to spend a summer, a semester, or a year studying in Spain or Latin America. Plans for study abroad must be approved in advance by the Department. Guidelines are available.

Placement in Spanish language courses. See individual course descriptions for placement indicators.

Placement in courses on Hispanic culture. Unless otherwise specified, admission to courses in literature is granted upon satisfactory completion of Spanish 05 or a course of equivalent level at another institution (a score of 4 in the Advanced Placement Examination).

01. Elementary Spanish. Grammar, pronunciation, oral practice, and reading. Major emphasis on speaking and on aural comprehension. Three hours a week in class, plus two hours with a teaching assistant and regular work in the language laboratory.

For students without previous training in Spanish. This course prepares for Spanish 03. Limited to 15 students. First and second semesters. Lecturer Carracelas-Juncal and Assistants.

03. Intermediate Spanish. A continuation of Spanish 1. Intensive review of grammar and oral practice. Reading and analysis of literary texts. Three hours a week in class plus one hour with a teaching assistant and regular work in the language laboratory. Prepares for Spanish 05.

For students with less than three years of secondary school Spanish who score 3 or 4 on the Advanced Placement Examination. Limited to 15 students. First and second semesters. Senior Lecturer Alégre and Assistants.

05. Language and Literature. An introduction to the critical reading of Hispanic literary texts; an intensive review of Spanish grammar; training in composition, conversation and listening comprehension. Conducted in Spanish. Three hours a week in class and one hour with a teaching assistant. Regular work in the language laboratory. Prepares for more advanced language and literature courses. This course counts for the major.

Limited to 15 students. First and second semesters. Senior Lecturer Otaño-Benítez or Lecturer Carracelas-Juncal and Assistants.

06. Spanish Conversation. This course will develop the student's fluency, pronunciation and oral comprehension in Spanish. We will base our discussion on current issues and on the experience of the Spanish-speaking people of Spain, Latin America, and the United States. We will deal with media information through various sources (newspapers, television, radio, video). The course will meet for three hours per week with the instructor and one hour with a teaching assistant and work at the language laboratory. This course counts for the major.

For students who have completed Spanish 05 or the equivalent in secondary school Spanish (advanced standing or a score of 5 on the Advanced Placement Examination). Limited to 15 students. First and second semesters. Senior Lecturer Otaño-Benítez and Assistants.

07. Advanced Spanish Composition. Rapid review of Spanish grammar, practice in set translation and free composition in various genres. Three hours of classroom work per week. Conducted in Spanish. This course counts for the major.

Recommended for Spanish majors and honor students. For students who have completed Spanish 05 or have a score of 5 on the Advanced Placement Examination. Highly recommended for native speakers looking to improve their grammar and writing skills. Limited to 15 students. First and second semesters. Senior Lecturer Alégre.

16. Introduction to Spanish Literature. A study of Spanish consciousness from the beginning through the Golden Age. Emphasis on the chivalric and picaresque traditions, mystical poetry, sacred and secular drama, and the invention of the novel. Conducted in Spanish.

For students who have completed Spanish 05, or the equivalent in secondary school Spanish (advanced standing or a score of 5 on the Advanced Placement Examination). First semester. Professor Maraniss.

17. Introduction to Spanish-American Literature. An examination of the major literary contributions of Latin America from the indigenous *Popol Vuh* to the "post-boom" period of the 1980s and beyond. Students will be asked to place these works in a context of world literature as well as in the historical and

social milieux from which they spring. An emphasis will be placed on the short story.

For students who have completed Spanish 05 or the equivalent (advanced standing or a score of 5 on the Advanced Placement Examination). Omitted 2003-04. Professor Benítez-Rojo.

24. Modern Spanish Literature. Readings from major writers of the Spanish generations of 1898 and 1927: Baroja, Machado, Valle-Inclán, Miró, García Lorca, Salinas, Alberti, Guillén, Cernuda. Conducted in Spanish.

First semester. Professor Maraniss.

29. Jorge Luis Borges. A comprehensive study of the style, originality and influence of the contemporary Argentine author (1899-1986). His essays, poetry, and fiction will be discussed in the context of Latin American and international literature. Conducted in Spanish.

Open to juniors and seniors or with consent of the instructor. Limited to 20 students. Omitted 2003-04. Professor Maraniss.

33. Cuban Literature and Culture. An interdisciplinary course, bringing together Cuba's social history (plantation society, the Spanish-American War, the Cuban Revolution), folklore (Afro-Cuban culture), music (havanera, danza, danzón, rumba, conga, bolero, mambo, cha-cha), art (Wilfredo Lam and others), film-making (Tomás Gutiérrez Alea and Enrique Pineda Barnet), and literature from the nineteenth century to the present (Gertrudis Gómez de Avellaneda, Cirilo Villaverde, Fernando Ortiz, Nicolás Guillén, Lydia Cabrera, José Lezama Lima, Alejo Carpentier, Severo Sarduy, Nancy Morejón, Guillermo Cabrera Infante, Zoe Valdés, and others). Extensive use of audio-visual material.

For students who have completed Spanish 05 or the equivalent (advanced standing or a score of 5 in the Advanced Placement Examination). Omitted 2003-04. Professor Benítez-Rojo.

35. Hispanic U.S.A. A study of Latino writing in North America from 1542 to the present, taking into account the socio-historical context (Spanish, Chicano, Puerto Rican, Cuban, Dominican, etc.) as well as problems of style and technique. Of particular interest will be the introduction of little-known, newly translated texts from the seventeenth through nineteenth centuries. Authors to be discussed include Alvar Núñez Cabeza de Vaca, María Amparo Ruíz de Burton, Eusebio Chacón, Julia Alvarez, Cristina García, Richard Rodríguez, Oscar Hijuelos and some anonymous works. Conducted in English.

Limited to 25 students. Omitted 2003-04.

36. Popular Culture of Hispanic America. An engaging examination of highbrow and mass culture in Mexico, Argentina, Cuba, Chile, and other countries of the Caribbean and south of the Rio Grande, from the 1930s to the present. Soap-operas, performance art, folklore, *artesanías* and native music will be discussed, as well as science fiction, detective and romance novels. Use of audio-visual materials. Conducted in Spanish.

First semester. Professor Stavans.

39. Foundational Fictions. In the process of nation-building in the nineteenth and twentieth centuries, many Latin-American political, military and intellectual leaders wrote and/or called for novels that would promote unity through political and economic programs. A discussion of works by major writers, such as: Domingo Faustino Sarmiento's *Facundo* (Argentina), Jorge Isaacs' *María*, (Colombia), Alberto Blest Gana's *Martín Rivas* (Chile), Ignacio Manuel Altamirano's *El Zarco* (Mexico), Clorinda Matto de Turner's *Aves sin nido* (Peru),

Manuel Zeno Gandía's *La charca* (Puerto Rico), José Eustasio Rivera's *La vorágine* (Colombia), and Rómulo Gallegos' *Doña Bárbara* (Venezuela). Conducted in Spanish.

For students who have completed Spanish 05 or the equivalent (advanced standing or a score of 5 on the Advanced Placement Examination). Omitted 2003-04. Professor Benítez-Rojo.

41. The Boom: Spanish-American Literature of the Sixties and Seventies. Recent prose works by leading Spanish-American authors will be considered both as they contribute to the tradition of Western narrative and as attempts to articulate what is perceived as a rapidly, sometimes violently, changing society. The experiments in narrative technique will thus be related to the process of making sense of the modern world. Works by Gabriel García Márquez, Carlos Fuentes, Jorge Luis Borges, Julio Cortázar, Juan Rulfo and Guillermo Cabrera Infante will be read in the original language whenever possible. Conducted in Spanish.

For students who have completed Spanish 07 or equivalent. Limited to 12 students. Omitted 2003-04. Professor Benítez-Rojo.

43. Pablo Neruda. An exploration of the life and oeuvre of the prolific Chilean poet (1904-1973) and recipient of the Nobel Prize for Literature. His work will be read chronologically, starting with *Twenty Love Poems and a Song Of Despair* and ending with his five posthumous collections. Special attention will be paid to *Residence On Earth* and *Canto General*. The counterpoint of politics and literature will define the classroom discussion. Neruda's role as witness of, and sometimes participant in, the Spanish Civil War, the Cuban Revolution, the workers' and students' upheaval in Latin America in the sixties, and the failed presidency of Salvador Allende in Chile will serve as background. Course will be taught in English.

First semester. Professor Stavans.

44. The Spanish Civil War: Art, Politics, and Violence. To be taught as a First-Year Seminar in 2001. Sixty years ago, the Spanish Second Republic was engaged in a civil conflict that had become a holy war to the European left and right. This course will examine the effects of the war and its passions upon the lives and works of several exemplary writers and artists in England (Orwell, Auden, Romilly, Cornford), France (Malraux, Bernanos, Simon), Spain (Machado, Hernández, Lorca, Picasso), the United States (Hemingway, Dos Passos), and South America (Neruda, Vallejo). Students are encouraged to read texts in the original languages whenever possible. Course to be taught in two sections, one for those who will read and discuss the material in Spanish, and one in English.

Admission with consent of the instructor. Each section limited to 35 students. Omitted 2003-04. Professor Maraniss.

46. Crossing Literary Genres: Spanish American Women's Writings. For over three centuries Spanish American women have been continuously writing. They have produced a massive amount of works, ranging from travelogues and memoirs to poetry and theater, from novels and short stories to essays and criticism. Furthermore, they have written in the tradition of many literary currents and movements. This course will discuss works by Gertrudis Gómez de Avellaneda (Cuba, nineteenth-century romantic novel), Flora Tristán (Peru, nineteenth-century travelogue), Teresa de la Parra (Venezuela, Modernista memoirs), Rosario Castellanos (Mexico, theater), Rigoberta Menchú (Guatemala, life story), Sylvia Iparraguirre (Argentina, historical novel), Isabel Allende (Chile, short stories), María Amparo Escandón (Neo-Picaresca novel), and others. Conducted in Spanish.

For students who have completed Spanish 05 or equivalent. Limited to 20 students. Omitted 2003-04. Senior Lecturer Otaño-Benítez.

48. Spanish American Fiction by Women. This course will study contemporary Spanish American novels and short stories written by women. Special attention will be paid to the importance of female forms of resistance, struggle and bonding against social and economic marginalization. The course will also explore the role of women in a variety of political contexts, ranging from revolution to ideological repression. Texts by: Isabel Allende, Gioconda Belli, Rosario Ferré, Angeles Mastreta, Elena Poniatowska, Mayra Santos Febres, Ana Lydia Vega, Zoé Valdés, Luisa Valenzuela, and others. Conducted in Spanish.

Second semester. Senior Lecturer Otaño-Benítez.

49. Seventeenth-Century European Theater. Readings of plays by Spanish, English and French playwrights of what has been, in the modern world, the great century of the stage. Works of Lope de Vega, Calderón de la Barca, Shakespeare, Molière, Racine, Webster and Wycherly. Conducted in English. Students will read plays in the original languages whenever possible.

Omitted 2003-04. Professor Maraniss.

50. Creative Writing Workshop in Spanish. A writing workshop, with the particular focus announced each time the course is offered. The topic for fall 2002 was "Poetry."

A first-level Poetry workshop. The first two weeks will be used for the study of poetic versification and elementary knowledge. Students will learn through weekly exercises a variety of techniques; Vertical, Objective, Subjective and Visual Poetry; Haiku; Enumeration, Chants and Elegy; Questions, Aphorism, Surrealism and the Four Directions; and other technical aspects. Students are expected to write at least one poem in Spanish each week. Throughout the semester each student will develop his/her own portfolio that will be turned in as a final paper during the last week of classes.

This poetry workshop offers instruction, collaboration with peers, and poetry mentorship. The class will be divided as follows: the first part of the class will be devoted to techniques and discussion of some readings of modern and contemporary poetry. The second half will be spent on constructive criticism of student poems, which will hopefully lead the student to incorporate this practice into an ongoing process of self-reflection. Conducted in Spanish.

For students who have completed Spanish 07 or equivalent. Limited to 12 students. Omitted 2003-04. Professor Rojas.

50. Creative Writing Workshop in Spanish. A writing workshop, with the particular focus announced each time the course is offered. The topic for spring 2003 was "Fiction."

A first-level fiction workshop. Students will learn through weekly exercises a variety of techniques—characterization, description, monologue, dialogue, conflict staging, point of view, plotting, and other technical problems. Students are expected to write a simple short story in Spanish for their final grade. Conducted in Spanish.

For students who have completed Spanish 07 or equivalent. Limited to 12 students. Omitted 2003-04. Professor Benítez-Rojas.

51. Jewish Hispanic Relations. (Also European Studies 28.) Spanning from the tenth century to present-day United States, this survey uses historical, literary, and political texts to explore the precarious status of Jews in the Hispanic world. It starts in medieval Spain, places special attention in the 1492 expulsion

of the Iberian Peninsula as a major catharsis, and follows the chains of immigration to the Spanish-speaking Americas and the Caribbean, especially to Argentina, Cuba, and Mexico. Brazil, even though it isn't in the Hispanic orbit, will also be contemplated. The survey concludes with a discussion of the partnership between the Jewish and Hispanic minorities in the U.S. Jewish and non-Jewish authors analyzed, whose works are originally in Spanish, Hebrew, Ladino, Portuguese, Yiddish, French, and English will be read in English translation. They include Miguel de Cervantes, Fernando de Rojas, Christopher Columbus, Alberto Gerchunoff, and Moacyr Scliar. Conducted in English.

Omitted 2003-04. Professor Stavans.

52. Drugs in Latin America. A cultural history of drugs south of the Rio Grande and in the Caribbean Basin, from the pre-Columbian period (Maya, Inca, Nahuatl, Quechua, etc.) through the Age of Independence, Positivism, and the 20th century. Medicine, religion and politics will be the leading concerns in the classroom discussion. Students will read novels, poems, essays, stories, *testimonios* and legal documents, and be exposed to films as well as TV, radio and newspaper reports. Course will be taught in Spanish.

For students who have completed Spanish 07 or equivalent. Second semester. Professor Stavans.

53. The Sounds of Spanglish. A linguistic and cultural study of the Latino population in the United States through its language. The course spans almost five hundred years, from 1521 to the present. It starts with the Spanish explorers to Florida and ends with today's rappers and poets. Novels, plays, and film will be used as primary texts. The various modalities of Spanglish, spoken by, among other groups, Nuyoricans, Chicanos, and Cuban-Americans, will be compared. The development of Spanglish as a street jargon will be compared to Yiddish, Ebonics, and other minority tongues. The course will also discuss the rapid changes of Spanish, under strong pressure from English, in the Southern Hemisphere. Works by Dr. Samuel Johnson, Antonio de Nebrija, and Fernando Ortiz will be used. Conducted in English.

Second semester. Professor Stavans.

54. Spanish American Poetry: Nineteenth and Twentieth Century (1880-1940). This course's fundamental objective is to study the development of Spanish American poetry from the last decades of the nineteenth century to the establishment of the *avant garde* well into the twentieth century. Through poetic and critical work of important poets, writers and artists of the time we will study the main cultural and literary movements: *modernismo*, *posmodernismo*, *vanguardia* and *postvanguardia*. We will read work from authors such as José Martí, Rubén Darío, Ramón López Velarde, Gabriela Mistral, Cesar Vallejo, Vicente Huidobro, Jorge Luis Borges and Pablo Neruda, among others. Course will be taught in Spanish.

Omitted 2003-04.

55. Latin American Literature and the Paranormal. For many years now, Latin American writers have chosen to employ codes other than those of realism when writing of the problems that individuals experience in their sociocultural milieux. In countries whose populations, lacking a real history, still make use of myths and legends, and in which differing cultures are still in conflict, the realist novel has turned out to be inadequate to the fictionalization of certain states of the group mind. It is here that magic realism, the uncanny, the fantastic and other forms of paranormal literature find their most characteristic place. The course will examine works by Julio Cortázar, Jorge Luis Borges, Juan Rulfo,

Felisberto Hernández, Gabriel García Márquez, Carlos Fuentes, María Luisa Bombal and Miguel Angel Asturias, among others. Conducted in Spanish.

For students who have completed Spanish 5 or equivalent. First semester. Professor Benítez-Rojo.

56. Spanish America's Modern Historical Novel. Beginning with the publication of Alejo Carpentier's *El reino de este mundo* (1949), the modern historical novel has become one of the most important genres in Spanish American fiction. The course will discuss different types of novels, including Mario Vargas Llosa's *La guerra del fin del mundo*, Gabriel García Márquez's *El general en su laberinto*, Abel Pose's *Los perros del paraíso*, Carlos Fuentes' *La campaña*, among others. It will also explore the process of transforming a person's life in a novel. Conducted in Spanish.

For students who have completed Spanish 07 or equivalent. Second semester. Professor Benítez-Rojo.

57. Julio Cortázar. A comprehensive study of the style, originality, versatility and influence of the contemporary Argentine author. A representative sample of his works will be discussed in the context of Latin American and international literature. Special attention will be given to his short stories and collage-books like *La vuelta al día en ochenta mundos*, *Último round*, and *El libro de Manuel*. Conducted in Spanish.

For students who have completed Spanish 05 or equivalent. First semester. Professor Benítez-Rojo.

58. The Indigenista Novel in Perú, Bolivia and Ecuador. Towards the 1920s, particularly in the Andean region, the Indian portrayed in the pages of the *indigenista* novel begins to symbolize a denunciation of, and violent protest against, the exploitation of which he himself is a victim in Latin American society. The course will discuss the following works: Alcides Arguedas' *Raza de bronce* (Bolivia), Jorge Icaza's *Huasi-pungo* (Ecuador), Ciro Alegria's *El mundo es ancho y ajeno*, José María Arguedas' *Los ríos profundos* and *El zorro de arriba y el zorro de abajo* (Perú), and Manuel Scorza's *Redoble por Rancas* (Perú).

For students who have completed Spanish 05 or equivalent. Second semester. Professor Benítez-Rojo.

59. Twentieth-Century Spanish American Literature of the Revolutions. This course explores Spanish American literature construed as the medium through which the socio-political movements (revolutions) of the twentieth century are transmitted as culture and history. The course offers a study of the interrelationship between the literature (theater, poetry, narrative fiction and non-fiction) and the major historical events that helped to shape the socio-political situation in Spanish America. Historical events such as the Mexican Revolution, the Cuban Revolution, the Guatemalan and Nicaraguan Revolutions, the Dirty War in Argentina, the Tlatelolco Massacre in Mexico City and most recently the Neo-Zapatism Revolution in Chiapas will be studied from different authors' points of view (poetry and prose). Selections and excerpts by different authors will be read such as Mariano Azuela, Juan Rulfo, Miguel Angel Asturias, Luisa Valenzuela, Mario Benedetti, Gioconda Belli, Elena Poniatowska and Ernesto Cardenal, among others. Extensive use of cultural materials (including rock and roll music) will aid in the comprehension and analysis of the readings. Course will be conducted in Spanish.

For students who have completed Spanish 05 or equivalent. First semester. Professor Rojas.

60. Pre-Columbian to Chicano Culture and Literature. This course explores the indigenous literary expression of pre-Columbian America and how it influences Chicano culture and literature. The class will have emphasis on *Náhuatl*, *Mayan*, *Maya-Quiché* and *Zapotec-Toltec* cultures. A study of the cosmic myths of creation will be followed by consideration of the gods and goddesses of the Aztec pantheon: *Quetzalcóatl*, *Tlaloc*, *Huitzilopochtli*, *Coatlicue*, as they are evoked in *Náhuatl* festival theater, epic and lyric poetry, and sacred hymns. Investigation of the indigenous accounts of the Conquest of Mexico-Tenochtitlan, as found in the *Codice Florentino* of Sahagún and the *icnocuicatl* or elegiac poems, will be followed by analysis of the themes and structure of the *Maya-Quiché* masterworks: *Popol-Vuh*, *Chilam Balam* and *Rabinal Achí*. We will also read selections and excerpts from Luis Valdez, Miguel Méndez, Alberto Baltazar Urista and Octavio Paz. The components of the indigenous world view—religious, mythic, historical, artistic, socio-political aspects—will be explored and compared to those of U.S. Hispanics. Extensive use of cultural materials ranging from art, films, pictures, masks and other objects will aid in the comprehension and analysis of the readings. Course will be conducted in Spanish.

For students who have completed Spanish 05 or equivalent. Second semester. Professor Rojas.

77, 78D. Senior Departmental Honors. Two single courses.

First and second semesters. The Department.

97, 97H, 98, 98H. Special Topics. The Department calls attention to the fact that Special Topics courses may be offered to students on either an individual or group basis.

Students interested in forming a group course on some aspect of Hispanic life and culture are invited to talk over possibilities with a representative of the Department. When possible, this should be done several weeks in advance of the semester in which the course is to be taken.

First and second semesters.

TEACHING

Students interested in teaching and education may achieve, during their four years at Amherst, state certification in Massachusetts for positions in secondary schools. Reciprocity agreements between Massachusetts and over 30 other states permit students certified in Massachusetts to qualify for public school positions across the country. Those who wish to obtain certification for public school teaching may—as an alternative to enrolling in a Masters program after graduation—draw upon our liaison with the Psychology and Education Department at Mount Holyoke College to complete the requirements for provisional certification during their undergraduate years. Acceptance into the Mount Holyoke program requires a formal application in the spring of the student's junior year.

Because the requirements for Massachusetts certification involve both coursework and a considerable number of hours engaged in classroom teaching, students interested in the possibility of a public school teaching career should consult with the education advisor in the Career Center and with the faculty advisor to the Program in Secondary School Teaching, Professor Barry O'Connell of the English Department, as early as possible in their time at Amherst. In addition to majoring in the subject area in which they seek certification, students will need the following courses, or their equivalents, in order to participate in

the Mount Holyoke program. Many of these can be taken at Amherst; others in any of the Five Colleges. A few must be taken at Mount Holyoke (indicated by an *).

1. Introduction to Psychology
2. Adolescent Psychology
3. Educational Psychology
4. A course in multicultural education (at Amherst English 06 meets this requirement)
5. Differences in Learning (Educ. 234 at Mount Holyoke College, or with approval courses at Smith College or University of Massachusetts)
6. Observing and Assisting in Middle and Secondary Schools (Educ. 332j a January interterm course at Mount Holyoke College or TEAMS at University of Massachusetts among other possibilities)
7. Educ. 330* Process of Learning and Teaching in Middle and Secondary Schools
8. Teaching (Math, English, etc.) In Secondary School, an Amherst College special topics course taken in conjunction with the teaching internship
9. Educ. 331* Teaching Internship. This is a double course at Amherst College, to be taken in the spring semester of the senior year or during a ninth term at Mount Holyoke College.

Passage of the Massachusetts Educator Certification Test, is required of all participants in the Mount Holyoke College Program. Tests are administered four times each year in October, January, April and June. Application forms and test preparation materials are available at the Amherst College Career Center.

THEATER AND DANCE

Professors Dougan and Woodson; Assistant Professor Mukasa; Senior Resident Artist Lobdell (Chair); Playwright-in-Residence Congdon; Visiting Lecturers Dowling, Middleton, and Pengelly.

Curriculum. The study of theater and dance is an integrated one. While recognizing historical differences between these arts, the department emphasizes their aesthetic and theoretical similarities.

The basic structure of the curriculum and the organizational pattern of the department's production activities are designed to promote the collaborative and interdependent nature of the theatrical arts. Faculty, staff and major students form the nucleus of the production team and are jointly responsible for the college's Theater and Dance season. Advanced students carry specific production assignments. Students in Core Courses and in Courses in the Arts of Theater and Dance also participate, through laboratory experiences, in the creation and performance of departmental productions.

Major Program. In the election of departmental courses, students may choose to integrate the many aspects of theater and dance or to focus on such specific areas as choreography, playwriting, directing, design, acting, and performance art and video. Because advanced courses in theater and dance are best taken in a prescribed sequence, students preparing to major in the department are advised to complete the three Core Courses and one course in the Arts of Theater and Dance by the end of the sophomore year. Students interested in the possibility of majoring in the Department should consult with the Chair as soon as possible.

Minimum Requirements. The three Core Courses; two courses in the History, Literature and Theory of Theater and Dance; two courses in the Arts of Theater and Dance (For the purpose of fulfilling this requirement, two half-courses in dance technique approved by the Department may replace one course in the Arts of Theater and Dance); one advanced course in the Arts of Theater and Dance; the Major Series: 75H or 76H and 77 or 78. More specific information about courses which fulfill requirements in the above categories can be obtained from the Department office.

The Senior Project. Every Theater and Dance major will undertake a Senior Project. In fulfillment of this requirement, a student may present work as author, director, choreographer, designer, and/or performer in one or more pieces for public performance. Or a student may write a critical, historical, literary or theoretical essay on some aspect of theater and dance. As an alternative, and with the approval of the department, a student may present design portfolio work, a directorial production book or a complete original playscript. In such cases, there will be no public performance requirement. In all cases, the project will represent a synthesis or expansion of the student's education in theater and dance.

Project proposals are developed in the junior year and must be approved by the faculty. That approval will be based on the project's suitability as a comprehensive exercise. Because departmental resources are limited, the opportunity to undertake a production project is not automatic. Approval for production projects will be granted after an evaluation of the practicability of the project seen in the context of the department's other production commitments. Written proposals outlining the process by which the project will be developed and the nature of the product which will result must be submitted to the Department chair by April 1 of the academic year before the project is proposed to take place. The faculty will review, and in some cases request modifications in the proposals, accepting or rejecting them by May 1. Students whose production proposals do not meet departmental criteria will undertake a written project.

Comprehensive Evaluation. Because the Theater and Dance curriculum is sequenced, successful completion of the required courses and of the major series—Production Studio and Senior Project—represents satisfaction of the departmental comprehensive requirement. In addition, majors are required to write an essay submitted by the first day of classes in the second semester of the junior year, and attend departmental meetings and end-of-the-semester interviews each semester.

Departmental Honors Program. Departmental recommendations for Honors will be based on faculty evaluation of three factors: (1) the quality of the Senior Project, including the documentation and written work which accompanies it; (2) the student's academic record in the department; and (3) all production work undertaken in the department during the student's career at Amherst.

Extra-Curriculum. In both its courses and its production activities, the Department welcomes all students who wish to explore the arts of theater and dance. This includes students who wish to perform or work backstage as an extracurricular activity, students who elect a course or two in the department with a view toward enriching their study of other areas, students who take many courses in the department and also participate regularly in the production program while majoring in another department, as well as students who ultimately decide to major in theater and dance.

Theater and Dance

CORE COURSES IN THEATER AND DANCE

11. The Language of Movement. An introduction to movement as a language and to dance and performance composition. In studio sessions students will explore and expand their individual movement vocabularies by working improvisationally with weight, posture, gesture, patterns, rhythm, space, and relationship of body parts. We will ask what these vocabularies might communicate about emotion, thought, physical structures, cultural/social traditions, and aesthetic preferences. In addition we will observe movement practices in everyday situations and in formal performance events and use these observations as inspiration for individual and group compositions. Two two-hour class/studio meetings and a two-hour production workshop per week. Selected readings and viewing of video and live performance.

Limited to 20 students. First semester. Professor Woodson.

12. Materials of Theater. An introduction to design, directing, and performance conducted in a combined discussion/workshop format. Students will be exposed to visual methods of interpreting a text. Early class discussions focus on a theoretical exploration of theater as an art form and seek to establish a vocabulary for and understanding of basic theatrical conventions, with readings from Aristotle through Robert Wilson. Students will spend the bulk of the semester testing these theories for themselves, ultimately designing their own performances for two plays. Two two-hour classes and two-hour production workshop included in this time.

Limited to 12 students. First semester: Professor Birtwistle. Second semester: Professor Dougan.

13. Action and Character. An introduction to acting and directing based on the assumption that these two distinct aspects of theater have in common the close reading and analysis of the play text. Course centers on workshop rehearsal of scenes from plays and of various directed and improvisational exercises. Primary attention to the development of honesty, directness and imaginative detail in the creation of characters. Three two-hour class meetings and a two-hour production workshop per week.

Enrollment in each section is limited but early registration does not confer preferential consideration. Twenty students attending the first class will be admitted. Selection will be based on the instructor's attempt to achieve a suitable balance between first-year students and upperclassmen and between men and women, and to achieve a broad range of levels of acting experience. Notice of those admitted will be posted within 72 hours of the first meeting.

First and second semesters. Resident Artist Lobdell.

COURSES IN THE HISTORY, THEORY AND LITERATURE OF THEATER AND DANCE

21. Chekhov and His Theater. (Also Russian 30.) Anton Chekhov's reputation rests as much on his dramaturgy as on his fiction. His plays, whose staging by the Moscow Art Theater helped revolutionize Russian and world theater, endure in the modern repertoire. In this course, we will study his dramatic *oeuvre* in its cultural and historical context, drawing on the biographical and critical literature on Chekhov, printed and visual materials concerning the late nineteenth-century European theater, and the writings of figures like Constantin Stanislavsky, who

developed a new acting method in response to Chekhov's art. We also will examine key moments in the production history of Chekhov's plays in Russian, English, and American theater and film.

Second semester. Playwright-in-Residence Congdon and Professor Ciepiela.

22. Appreciating Acting. This course is intended for those students with little or no background in acting who would like to develop an understanding of the actor's process and an ability to view acting critically. Students will be introduced to the actor's methods of reading and breaking down a script into beats. Students will view several productions of plays by Shakespeare, Chekhov, and Shaw on film and video, focusing upon the actors' choices within selected beats. Issues of relaxation, concentration, sensory imagination, and physical metaphor will be examined. Students will examine several performances by Marlon Brando, Alec Guinness, Maggie Smith, and Richard Burton to engage with aspects of character and range. Students will view films from the silent era, the 1930s, 1950s, 1970s and the 1990s to study how acting styles may shift. Students will write frequently in response to the films and plays they watch.

Second semester. Resident Artist Lobdell.

24. Twentieth-Century American Dance: Sixties Vanguard to Nineties Hip-Hop. This survey of late twentieth-century dance begins in the sixties—a decade of revolt and redefinition in American modern dance when expressions of non-conformity became a key theme for artists of the counterculture who struggled for self-definition in defiance of traditional social values. The socio-political environment of the sixties, particularly the Feminist Movement, provoked new ideas about dance, the dancer's body and a radically changed dance aesthetic; and produced dance works that spoke of freedom, spontaneity, spirituality; experimentation, democratic participation and the liberation of the body. The post-modern perspectives that grew out of debates of the period about the nature of gender, ethnicity, and sexuality in turn yielded theories about the relationship between cultural forms and the construction of identities from a new generation of dancers, whose works emphasized dialogue and self-reflective critique. Presenting dance as an art form and embodied social practice, borrowing from spectacular vernaculars, and blurring the traditional boundaries of the modern and classical, these late-century renegades moved dance (as performance art and prime subject for cultural studies) from the margins to the mainstream.

Omitted 2003-04.

25. Drama and Society. Plays are not written in a vacuum. A playwright is surrounded by historical and social conditions which influence the choices she or he makes. A play may challenge aspects of its society or fulfill its traditions. Plays are also written to be produced. Rarely are they created solely for the purpose of being read. When we undertake the task of bringing living form to the words of a playwright, we confront our own historical and social conditions and the intersection between the play and what makes this play relevant and important to produce today. This course uses a broad survey of dramatic literature to examine the tension between when and how a play was written and what it can say today. Especially it explores how we see ourselves through looking at how we interpret these pieces. We will read works by Beckett, Brecht, Chekov, Euripides, Genet, Hansberry, O'Neill, Pirandello, Rivera, Shakespeare, Sherman, Sophocles, Treadwell and Wilson. We will examine production history, historical context, biographical information and theoretical considerations

relating to a number of these plays. Additionally, we will view recent interpretations of some of these works.

First semester. Professor Mukasa.

28. Contemporary American Drama. Playwriting is vital and alive in America today. Building upon the foundations of American Realism and European abstraction, modern American plays explore a wide range of human issues including family and the search for place; sex and sexuality; politics, social power and personal identity. In addition, there is an important strain of American playwriting that involves modern reinterpretations of ancient Greek classics. Many of the plays of the past 30 years represent what should be seen as a new genre: tragic comedy, where humor and serious dramatic issues are intertwined in a seamless and effective way. Focusing on plays by A. Wilson, Shepard, Congdon, Vogel, Kushner, Hwang, Parks, Fornes, Mamet, Dove, Iizuka, and Mee, we examine the stylistic and theoretical antecedents for this work and examine modern America culture through the lens of some of its most articulate theater artists. Supplemented by video excerpts, we explore how to analyze plays dramaturgically, identifying elements in a play that are not immediately visible to an untrained eye but that are essential to understanding a play's point and purpose.

Second semester. Professor Mukasa.

29. Topics in Theater and Dance. A series of courses designed for small groups of students centering on questions of theory and practice, on contemporary trends, and on the particular interests of departmental faculty and visiting artists. Requisites may occasionally be established by instructors of individual courses.

EXPERIMENTS IN COLLABORATION. In 2003-04 this advanced studio will focus on creating performance pieces and choreography developed through interdisciplinary experiments. An emphasis will be placed on exploring reciprocal relationships between a built environment (installation) and performance responses to this environment. In addition, relationships between movement/choreography, text and sound design will be explored. We will work with the concepts of memory, reconciliation, mediation and translation to focus the responses and interactions between environment, sound, image, movement, and text. Students will work individually and in collaborative teams. The seminar will culminate in a performance at the experimental Holden Theater. This seminar is for intermediate/advanced choreographers, directors, visual and video artists, writers, designers and/or performers who have previous experience in any of the above media.

First semester. Professors Dougan and Woodson.

COURSES IN THE ARTS OF THEATER AND DANCE

30H. Contemporary Dance Techniques. The study and practice of contemporary movement vocabularies, including regional dance forms, contact improvisation and various modern dance techniques. Because the specific genres and techniques will vary from semester to semester, the course may be repeated for credit. Objectives include the intellectual and physical introduction to this discipline as well as increased body awareness, alignment, flexibility, coordination, strength, musical phrasing and the expressive potential of movement. The course material is presented at the beginning/intermediate level.

MODERN/HIP-HOP III/IV

First semester. Visiting Lecturer Pengelly.

WEST AFRICAN DANCE

First semester. Visiting Lecturer Middleton.

MODERN I/II

Second semester. Visiting Lecturer Dowling.

MODERN/BALLET III/IV

Second semester. Visiting Lecturer TBA.

31. Playwriting I. A workshop in writing for the stage. The semester will begin with exercises that lead to the making of short plays and, by the end of the term, longer plays—ten minutes and up in length. Writing will be done in and out of class; students' work will be discussed in the workshop and in private conferences. At the end of the term, the student will submit a portfolio of revisions of all the exercises, including the revisions of all plays. (To be offered at the same time and in the same place as Theater and Dance 61.)

Not open to first-year students. Admission with consent of the instructor. Limited to 15 students. Omitted 2003-04. Playwright-in-Residence Congdon.

32. Writing for the Theater. A styles class in playwriting, which incorporates the reading of plays with the writing in-the-style-of exercises, exploring the technical and thematic elements of playwriting that individual writers, consciously or unconsciously, emphasize: character and motivation; lyricism and milieu; language and culture; landscape, languagescape and metaphysics; social satire and social commentary; theatricality and experimentation with form; politics and confrontation. Open to anyone interested in studying, in detail, the techniques of playwriting in the context of careful reading of plays for the technical methods by which individual playwrights enact their formal, political, and personal ideas.

First semester. Playwright-in-Residence Congdon.

33. From Idea to Performance. A theoretical and practical consideration of the process by which the performance-maker's initial idea is altered, adapted, developed, rehearsed and finally transmitted to the audience through the medium of theatrical productions.

Omitted 2003-04. Professor Woodson.

34. Contemporary Dance Technique and Repertory. This course will include studio sessions in contemporary modern dance technique at the intermediate level and rehearsal sessions to create original choreography; the completed piece(s) will be presented in concert at the end of the semester. The emphasis in the course will be to increase expressive range, technical skills and performance versatility of the dancer through the practice, creation and performance of technique and choreography. In addition, the course will include required readings, the viewing of dance videos and live performances to give an increased understanding of the historical and contemporary context for the work.

Second semester. Professor Woodson.

35. Scripts and Scores. This course will provide structures and approaches for creating original choreography and performance pieces and events. An emphasis will be placed on interdisciplinary and experimental approaches to composition, choreography, and performance making. These approaches include working with text and movement, visual systems and environments, non-traditional music and sound and chance scores to inspire and include in performance. Students will create and perform dance, theater, or performance art pieces for both traditional theater spaces and for found (indoor and outdoor) spaces.

This course is open to dancers and actors as well as interested students from other media and disciplines. Consent of the instructor is required for students with no experience in improvisation or composition. Two two-hour class meetings per week and weekly lab/rehearsal sessions.

Limited to 12 students. Second semester. Professor Woodson.

37. The Actor's Instrument. Technical issues of the body, voice, will, and imagination for the actor; exercises and readings in acting theory. Introduction of techniques to foster physical and emotional concentration, will and imaginative freedom. Exploration of Chekhov psycho-physical work, Hagen object exercises, Spolin and Johnstone improvisation formats, sensory and image work, mask and costume exercises, and neutral dialogues. The complex interweaving of the actor's and the character's intention/action in rehearsal and performance is the constant focus of the class. Three two-hour class meetings per week.

Requisite: Theater and Dance 13. Limited to 16 students. Omitted 2003-04. Resident Artist Lobdell.

41. Scene Design. The materials, techniques and concepts which underlie the design and creation of the theatrical environment.

Requisite: Theater and Dance 12 or consent of the instructor. Limited to 8 students. First semester. Professor Dougan.

42. Lighting Design. An introduction to the theory and techniques of theatrical lighting, with emphasis on the aesthetic and practical aspects of the field as well as the principles of light and color.

Requisite: Theater and Dance 12 or consent of the instructor. Lab work in lighting technology. Second semester. The Department.

43. Costume Design. An introduction to the analytical methods and skills necessary for the creation of costumes for theater and dance with emphasis on the integration of costume with other visual elements.

Requisite: Theater and Dance 12 or consent of the instructor. Limited to 8 students. Lab work in costume construction. Second semester. Professor Dougan.

45. Stage Directing. Practice of the artistic, technical and interpretative skills required of the director through scene work and prepared production statements. Studio presentation of three scenes.

Requisite: Theater and Dance 12 or 13. Limited to ten students. First semester. Professor Mukasa.

50. Video and Performance. This course will give students an opportunity to explore various relationships between live performance and video. Experiments will include creating short performance pieces and/or choreography specifically designed for the video medium; creating short pieces that include both live performance and projected video; and creating short experimental video pieces that emphasize a sense of motion in their conceptualization, and realization. Techniques and languages from dance and theater composition will be used to expand and inform approaches to video production and vice-versa. Sessions include studio practice (working with digital cameras and Final Cut Pro digital editing) and regular viewing and critiques. Students will work both independently and in collaborative teams according to interest and expertise.

Requisite: Previous experience in theater, dance, music composition, and/or video production or consent of the instructor. Limited to 10 students. Second semester. Professors Woodson and Blum.

STUDIO COURSES

61. Playwriting Studio. (To be offered at the same time and in the same place as Theater and Dance 31.) A workshop/seminar for writers who want to complete a full-length play or series of plays. Emphasis will be on bringing a script to a level where it is ready for the stage. Although there will be some exercises in class to continue the honing of playwriting skills and the study of plays by established writers as a means of exploring a wide range of dramatic vocabularies, most of the class time will be spent reading and commenting on the plays of the workshop members as these plays progress from the first draft to a finished draft.

Requisite: Theater and Dance 31 or the equivalent. Admission with consent of the instructor. Limited to 10 students. First semester. Playwright-in-Residence Congdon.

62. Performance Studio. An advanced course in the techniques of creating performance. Students will create performance pieces that develop and incorporate original choreography, text, music, sound and/or visual design. Experimental and collaborative structures and approaches among and within different media will be stressed. The final performance pieces and events will be presented and evaluated at the end of the semester. Can be taken more than once for credit.

Requisite: Theater and Dance 35 and consent of the instructor. Omitted 2003-04. Professor Woodson. See Theater and Dance 29.

64. Design Studio. An advanced course in the arts of theatrical design. Primary focus is on the communication of design ideas and concepts with other theater artists. Also considered is the process by which developing theatrical ideas and images are realized. Students will undertake specific projects in scenic, costume and/or lighting design and execute them in the context of the Department's production program or in other approved circumstances. Examples of possible assignments include designing workshop productions, and assisting faculty and staff designers with major responsibilities in full scale production. In all cases, detailed analysis of the text and responsible collaboration will provide the basis of the working method. May be repeated for credit.

Requisite: Theater and Dance 41, 42, or 43 or consent of the instructor. First semester. Professor Dougan.

65. Directing Studio. This is an advanced course in directing that emphasizes creating vital, interesting characters in the context of an active story and an evocative performance world. The approach in this class encompasses a wide range of directorial styles friendly to a spectrum from "straight theater" to "performance." It aims to reinforce the skills that you have and to help you develop and expand these skills more effectively. Students direct three scenes of varying length and do "perception labs," exploring the way theatrical presentation is received by viewers in an audience.

Requisite: Theater and Dance 45. Consent of the Chairperson must be obtained during the pre-registration period. Second semester. Professor Mukasa.

67. Rehearsal. An advanced course in acting. The class will focus upon the actor's close analysis of the playwright's script to define specific problems and to set out tactics for their solutions. The interaction of the actor's creative work outside rehearsal and the work within rehearsal will be delineated by assigned exercises.

Requisite: Theater and Dance 37 or consent of the instructor. Limited to 16 students. First semester. Resident Artist Lobdell.

75H. Production Studio. An advanced course in the production of Theater and Dance works. Primary focus will be on the integration of the individual student into a leadership role within the Department's producing structure. Each student will accept a specific responsibility with a departmental production team testing his or her artistic, managerial, critical, and problem-solving skills.

Admission with consent of Professor Dougan. Not open to first-year students. First semester. The Department.

76H. Production Studio. Same description as Theater and Dance 75H.

Second semester. The Department.

77, 78. Senior Departmental Honors. For Honors candidates in Theater and Dance. Open to seniors. First and second semesters. The Department.

97, 97H, 98, 98H. Special Topics. Independent Reading Course. Full or half course.

Admission with consent of the instructor. First and second semesters. The Department.

RELATED COURSE

Creating Musical Drama. See Music 18.

Omitted 2003-04.

Five College Dance

Five College Dance Department. In addition to dance courses at Amherst College through the Department of Theater and Dance (Contemporary Techniques, Language of Movement, Scripts and Scores, Performance Studio, and Issues in Contemporary Dance), students may also elect courses through the Five College Dance Department listed below. The Five College Dance Department combines the programs of Amherst College, Hampshire College, Mount Holyoke College, Smith College, and the University of Massachusetts. The faculty operates as a consortium, coordinating curricula, performances, and services. The Five College Dance Department supports a variety of philosophical approaches to dance and provides an opportunity for students to experience a wide spectrum of performance styles and techniques. Course offerings are coordinated among the campuses to facilitate registration, interchange and student travel; students may take a dance course on any of the five campuses and receive credit at the home institution. There are also numerous performing opportunities within the Five College Dance Department as well as frequent master classes and residencies offered by visiting artists.

Please note: Five College Dance Course lists (specifying times, locations and new course updates) are available two weeks prior to preregistration at the Theater and Dance Office in Webster Hall, individual campus dance departments and the Five College Dance Department office located at Hampshire College. The schedule is also online at www.fivecolleges.edu/dance.

An asterisk (*) after a section signifies that the class is open only to Five College Dance majors.

The Five College Dance Department Faculty. Professors Coleman, Daniel, Freedman, Lowell, Nordstrom, Schwartz, Waltner, and Woodson; Associate Professors Blum, Brown, C. Flachs and R. Flachs. Visiting Guest Artists Dowling, Davis, Hill, Keithley, Lipitz, Middleton, Pengelly, Pursle, Raff, Soledade, and Wolfzahn.

STUDIO TECHNIQUE

Participation in technique classes beyond level 1 is by audition or by consent of the instructor; students may repeat any level for credit. Technique classes are taken for half-credit.

Ballet. Introductory through advanced study of the principles and vocabularies of classical ballet. Class is comprised of three sections: Barre, Center and Allegro. Emphasis is placed on correct body alignment, development of whole body movement, musicality, and embodiment of performance style. Pointe work is included in class and rehearsals at the instructor's discretion.

Ballet I.

First semester. To be offered at Mount Holyoke College (Flachs), Smith College (section 1: Pursle, section 2: Blum), and University of Massachusetts* (Lipitz).

Ballet II.

First semester. To be offered at Smith College (Vacanti).

Second semester: To be offered at Mount Holyoke College (Flachs) and University of Massachusetts (Lipitz).

Ballet III.

First semester. To be offered at Mount Holyoke College (Flachs), Smith College (Blum), and University of Massachusetts* (Lipitz).

Ballet IV.

Second semester. Intermediate Intensity: To be offered at Mount Holyoke College (Flachs). High Intensity: To be offered at University of Massachusetts (Lipitz).

Ballet III/IV.

Second semester. To be offered at Amherst College. See Theater and Dance 30.

Ballet V.

First semester. To be offered at Smith College (Blum), Mount Holyoke College (Flachs) and University of Massachusetts* (Lipitz).

Ballet VI.

Second semester. To be offered at Smith College (Blum).

Brazilian Dance.

First semester. To be offered at Smith College (Soledade).

Second semester. To be offered at Smith College (Soledade).

Cuban I.

First semester. To be offered at Smith College (Daniel).

Classical Indian Dance I.

First semester. To be offered at Mount Holyoke College (Devi).

Comparative Caribbean Dance I.

Omitted 2003-04.

Contact Improvisation.

First semester. To be offered at Smith College (Camera).

Second semester. To be offered at Mount Holyoke College (Wolfzahn).

Floor Barre

Second semester. To be offered at Smith College (Blum).

Javanese Dance.

First semester. To be offered at Smith College (Sumarsan).

Second semester. To be offered at Smith College (Sumarsan).

Jazz Dance. Introductory through advanced jazz dance technique, including the study of body isolations, movement analysis, syncopation and specific jazz dance traditions. Emphasis is placed enhancing musical and rhythmic phrasing, efficient alignment, performance clarity in complex movement combinations, and the refinement of performance style.

Jazz Dance I.

First semester. To be offered at Mount Holyoke College (Sciole), Smith College (section 1: Sweeney, section 2: Vogt) and University of Massachusetts (Guest Artist).

Jazz Dance II.

First semester. To be offered at Smith College (Vogt).

Second semester. To be offered at Mount Holyoke College (TBA) and University of Massachusetts (TBA).

Jazz/Hip-Hop 2.

Omitted 2003-04.

Jazz Dance III.

First semester. To be offered at Smith College (Davis) and University of Massachusetts* (Guest Artist).

Jazz Dance IV.

Second semester. To be offered at University of Massachusetts (TBA).

Jazz Dance V.

First semester. To be offered at Smith College (Davis) and University of Massachusetts* (TBA).

Jazz Dance VI.

Second semester. To be offered at Smith College (Davis) and University of Massachusetts (TBA).

Modern Dance. Introductory through advanced study of modern dance techniques. Central topics include refining kinesthetic perception, development efficient alignment, increasing strength and flexibility, broadening the range of movement qualities, exploring new vocabularies and phrasing styles, and encouraging individual investigation and embodiment of movement material.

Modern Dance I.

First semester. To be offered at Mount Holyoke College (TBA), Smith College (Kenney), and University of Massachusetts* (Brown).

Modern Dance II.

First semester. To be offered at Smith College (Kinsman).

Second semester. Advanced Beginner: To be offered at Hampshire College (Pengelly) and Mount Holyoke College (TBA). Intermediate Level: To be offered at University of Massachusetts (TBA).

Modern Dance I/II.

See Contemporary Dance Technique, Theater and Dance 30H.

Second semester. To be offered at Amherst College (Dowling).

Modern Dance III.

First semester. To be offered at Mount Holyoke College (Freed/Cole), Smith College (Davis), and University of Massachusetts* (Brown).

Modern Dance III/IV. See Contemporary Dance Technique, Theater and Dance 30H.

First semester. To be offered at Amherst College (Pengelly).

Modern Dance IV.

Second semester. To be offered at Hampshire College (Nicoli), Mount Holyoke College (TBA), Smith College (Davis), and Men's at University of Massachusetts (Brown).

Modern Dance V.

First semester. To be offered at Smith College (Soledade) and Hampshire College (Pengelly).

Modern Dance VI.

Second semester. To be offered at Hampshire College (Pengelly) and University of Massachusetts (TBA).

Tap I.

First semester. To be offered at Smith College (Kenney).

Tap II.

Omitted 2003-04.

West African Dance.

First semester. To be offered at Amherst College (Middleton) and Mount Holyoke College (Middleton).

Second semester. To be offered at Mount Holyoke College (Middleton).

Yoga-Breath, Flow and Presence.

First semester. To be offered at University of Massachusetts (Schwartz).

Second semester. To be offered at University of Massachusetts (Schwartz).

REPERTORY AND PERFORMANCE.

Contemporary Dance Technique and Repertory.

Second semester. To be offered at Amherst College (Woodson).

Contemporary Rep.

First semester. To be offered at Mount Holyoke College (Freed/Cole).

Jazz Rep (by audition).

First semester. To be offered at University of Massachusetts (TBA).

Rep/Jazz/Modern.

First semester. To be offered at Smith College (Davis).

University Dancers.

First semester. To be offered at University of Massachusetts (Brown/Lipitz/Guest Artist).

Variations/Ballet Rep.

First semester. To be offered at Mount Holyoke College (Flachs).

THEORY

Theory courses are taken for full credit and generally include three class hours and two to three hours.

Advanced Studies: Fleeting Images.

First semester. To be offered at Smith College (Hill).

Rhythm Analysis I.

First semester. To be offered at University of Massachusetts (Arslanian).

Second semester. To be offered at Mount Holyoke College (Jones).

Rhythm Analysis II.

Omitted 2003-04.

Ballet Pedagogy.

Omitted 2003-04.

Black Traditions.

First semester. To be offered at Hampshire College (Hill).

The Body and Film.

Omitted 2003-04.

Community Crossover.

First semester. To be offered at Mount Holyoke College (Dowling).

Composition. Introductory through advanced study of elements of dance composition, including phrasing, space energy, motion, rhythm, musical forms, character development, and personal imagery. Course work emphasizes organizing and designing movement creatively and meaningfully in a variety of forms (solo, duet and group), and utilizing various devices and approaches, e.g., motif and development, theme and variations, text and spoken language, collage, structured improvisation, others.

Composition I.

First semester. To be offered at Amherst College (Woodson; see Language of Movement, Theater and Dance 11), Smith College (Davis), and University of Massachusetts (Schwartz).

Second semester. To be offered at Mount Holyoke College (TBA).

Composition II.

First semester. To be offered at Mount Holyoke College (Cole/Jones) and University of Massachusetts (Schwartz).

Second semester. To be offered at Amherst College (Woodson; see Scripts and Scores, Theater and Dance 35), Smith College (Davis), and University of Massachusetts (Brown).

Composition III.

First semester. To be offered at Amherst College (Woodson; see Experiments in Collaboration, Theater and Dance 29).

Second semester. To be offered at Amherst College (Woodson/Blum; see Video and Performance, Theater and Dance 50) and Smith College (TBA).

Contact Improv Dance and Theory.

First semester. To be offered at Hampshire College (Wolfzahn).

Dance and Culture.

First semester. To be offered at Smith College (Daniel).

Dance Education.

Second semester. To be offered at University of Massachusetts (Schwartz).

Dance History: Jazz Tap History and Practice.

Second semester. To be offered at University of Massachusetts (Hill).

Dance in the Twentieth Century.

First semester. To be offered at University of Massachusetts (Brown).

Second semester. To be offered at Mount Holyoke College (Flachs).

Dance Production.

First semester. Two sections. To be offered at Smith College (Soledade).

Second semester. To be offered at University of Massachusetts (Lipitz).

Laban Movement.

First semester. To be offered at Hampshire College (Nordstrom).

The Mindful Body.

Omitted 2003-04.

Scientific Foundations of Dance I.

Second semester. To be offered at Hampshire College (TBA).

Theory and Practice of Dance I and II.

Omitted 2003-04.

Twentieth-Century American Dance: Sixties Vanguard to Nineties Hip-Hop.

Second semester. To be offered at Hampshire College (Hill).

Writing Dance.

Omitted 2003-04.

FIVE COLLEGE DANCE DEPARTMENT
MISSION STATEMENT

The educational and artistic mission of the Five College Dance Department is to champion the imaginative, expressive powers of human movement. The curriculum emphasizes in-depth study of a broad spectrum of dance as an art form, including technical creative, historical, cultural and scientific perspectives. Students are encouraged to balance performance and creative studies with comprehensive understanding of the historical and cultural contexts of different dance traditions. They may shape their major studies in either traditional or interdisciplinary ways—reflecting the wide range of career options and new directions of the contemporary field.

WOMEN'S AND GENDER STUDIES

Professors Baralet†, Basu, Bumiller, Griffiths*, Hunt, and Olver; Associate Professor Saxton (Chair); Visiting Lecturer Barr.

Women's and Gender Studies is an interdisciplinary and cross-cultural exploration of the creation, meaning, function, and perpetuation of gender in human societies, both past and present. It is also an inquiry specifically into women's

*On leave 2003-04.

†On leave first semester 2003-04.

material, cultural, and economic productions, their self-descriptions and collective undertakings.

Major Program. Students majoring in Women's and Gender Studies are required to take a minimum of eight courses. Courses required of all majors include Women's and Gender Studies 11 and 24, and one course in cross-cultural and/or diasporic studies. Students should consult with their advisors to determine which courses fulfill this requirement. The remaining electives may be chosen from Women's and Gender Studies offerings or may be selected, in consultation with a student's advisor, from courses given in other departments (see list of related courses). Other Amherst or Five College courses that address issues of women and/or gender as part of their concern may be counted toward the major only if approved by the Women's and Gender Studies department. All senior majors will satisfy the comprehensive exam by reading a common text to be announced in the fall and writing an essay to be read by the department and discussed in a colloquium of Women's and Gender Studies seniors and faculty in the spring term.

Department Honors Program. In addition to the courses required for the major, students accepted as honors candidates will elect either Women's and Gender Studies 77D and 78 or 77 and 78D, depending on which option better accommodates the disciplines involved in the thesis project.

01. Reading Gender, Reading Race. (Also English 01, section 1.) See English 01, section 1.

Second semester. Professor Barale.

06. Women and Art in Early Modern Europe. (Also Fine Arts 84.) See Fine Arts 84.

Limited to 30 students. Omitted 2003-04. Professor Courtright.

08. Bad Girls. (Also Fine Arts 82.) See Fine Arts 82.

Admission with consent of the instructor. Combined enrollment limited to 20 students. Omitted 2003-04. Professor Staller.

11. The Cross-Cultural Construction of Gender. This course introduces students to the issues involved in the social and historical construction of gender and gender roles from a cross-cultural and interdisciplinary perspective. Topics will include women and social change; male and female sexualities including homosexualities; the uses and limits of biology in explaining human gender differences; women's participation in production and reproduction; the relationship among gender, race and class as intertwining oppressions; women, men and globalization; and gender and warfare.

First semester. Professor Hunt.

12. Hard Reading. (Also English 52.) See English 52.

Omitted 2003-04. Professor Barale.

17. International Women Directors. This course looks at films by prominent and innovative women directors from Europe, North America, and Asia. We will study a variety of films in different styles and genres (fiction, non-fiction, features, and experimental work) by such filmmakers as Chantal Akerman, Maya Deren, Claire Denis, Julie Dash, Trinh T. Minh-ha, Samira Makhmalbaf, Marzieh Meshkini, Su Friedrich, Agnes Varda, and Sally Potter. Though we will look at each work on its own terms, many of the films do share common concerns, and we will certainly consider the unusual and striking cinematic representations of domesticity, sexuality, and race offered by these film artists.

First semester. Visiting Lecturer Barr.

20. Topics in the History of Sex, Gender, and the Family. (Also History 74.) See History 74.

Limited to 15 students. Second semester. Professor Hunt.

24. Gender Labor. In this course we will explore the intimate relations of gender and labor: both the necessary labor of genders' production as well as the gendered organization of labor itself. In general the course will use gender to focus on contemporary concerns in the American workplace—class, ethnicity, sexuality, and race—but will also make critical comparisons with developments in other nations. The biological labor of reproduction and its intersection with the labor of production will necessarily be a constant concern in our discussions. We shall have to become familiar with certain terms: glass ceiling, glass escalator, mommy-track, affirmative action, child care, sexual harassment, welfare to workfare. We certainly might want to ask what constitutes work? But we also might need to wonder if work is done for love, is it still work?

Second semester. Professors Barale and Oliver.

28. Reading Popular Culture. (Also English 13.) See English 13.

Limited to 20 students. Omitted 2003-04. Professor Parham.

31. Sexuality and Culture. An examination of the social and artistic construction of genders, bodies, and desires. In any given semester, the course may examine particular historical periods, ethnic groups, sexual orientation and theoretical approaches. The topic changes from year to year.

Preference given to juniors and seniors who have taken one course in either English or Women's and Gender Studies. Limited to 30 students. Omitted 2003-04. Professor Griffiths.

33. Ingrate Books: Chartering and Un-chartering Patriarchy. The so-called European "Great Books" tell and retell the heroic tale of how males took charge of heaven and earth. We shall consider the formation of that literary canon from the standpoint of contemporary works that revise, debunk, or reverse this myth. Ancient texts will be paired with modern retellings: Homer's *Odyssey* with Christine Bell, *The Perez Family*; Sophocles' *Antigone* and *Oedipus the King* with Rita Dove, *The Darker Face of the Earth* and Martha Graham, "Night Journey"; the *Homeric Hymn to Demeter* and Shakespeare's *Tempest* with Gloria Naylor, *Mama Day* and Fred Wilcox, "Forbidden Planet"; Euripides' *Medea* and *Bacchae* with Toni Morrison, *Beloved*; and the "Ballad of Mulan" with Maxine Hong Kingston, *The Woman Warrior* and James Cameron, "Aliens." We shall examine how the subordination of female to male supports other ranked categories: mind/body, rational/irrational, public/private, heaven/earth, order/disorder. If classic heroines and goddesses such as Penelope, Demeter, Antigone, Medea, and Athena were male constructs implicated in the silencing of Greek women, can they be remade as the basis of a modern non-exclusionary canon?

Omitted 2003-04. Professor Griffiths.

39. Women in Judaism. (Also Religion 39.) See Religion 39.

Omitted 2003-04. Professor Niditch.

40. Women of Color: Witnesses to American History. (Also History 40.) Students will read court records, fiction, memoirs, history, letters and poetry to reconstruct how Native American and African American women experienced and witnessed history. We will study the economic, political, and social conditions impinging on these women. The figures we will study will include Sojourner Truth, Ida B. Wells, Elaine Brown, Mary Jemison and Sarah Winnemucca. Through the lens of individual feeling and perception, we will look at a selection of

significant historical events including the advent of slavery, the Seven Years War, the Second Great Awakening, Indian Removal, Reconstruction, the subjugation of the Plains Indians, Progressivism, and the Civil Rights movement.

Second semester. Professor Saxton.

44. Women's Activism in Global Perspective. Globally as well as locally, women are claiming a new voice in civil society by spearheading both egalitarian movements for social change and reactionary movements which would restore them to putatively traditional roles. They are prominent in local level community-based struggles but also in women's movements, perhaps *the* most international movements in the world today. This course will explore the varied expressions of women's activism at the grass roots, national and transnational levels. How is it influenced by the intervention of the state and international agencies? How is it affected by globalization? Among the issues and movements which we will address are struggles to redefine women's rights as human rights, women's activism in religious nationalism, the international gay-lesbian movement, welfare rights activism, responses to state regulation, and campaigns around domestic violence. Our understanding of women's activism is informed by a richly comparative perspective and attention to cases from diverse regions of the world.

Second semester. Professor Basu.

47. Asian and Asian American Women: Myths of Deference, Arts of Resistance. (Also Asian 54 and Political Science 47.) See Political Science 47.

Omitted 2003-04. Professor Basu.

53. Representing Domestic Violence. (Also Political Science 53.) This course is concerned with literary, political and legal representations of domestic violence and the relations between them. We question how domestic violence challenges the normative cultural definitions of home as safe or love as enabling. This course will consider how these representations of domestic violence disrupt the boundaries between private and public, love and cruelty, victim and oppressor. In order to better understand the gaps and links between representation and experience, theory and praxis, students as part of the work for this course will hold internships (three hours per week) at a variety of area agencies and organizations that respond to situations of domestic violence.

Limited to 25 students. First semester. Professors Bumiller and Sánchez-Eppler.

56. Women and Islamic Constructions of Gender. (Also Religion 56.) See Religion 56.

Omitted 2003-04. Professor Elias.

62. Women in the Middle East. (Also History 62 and Asian 63.) See History 62. First semester. Professor Ringer.

63. Women's History, America: 1607-1865. (Also History 45.) See History 45. First semester. Professor Saxton.

64. Women's History, America: 1865 to Present. (Also History 46.) See History 46.

Omitted 2003-04. Professor Saxton.

65. States of Poverty. (Also Political Science 65.) See Political Science 65.

Second semester. Professor Bumiller.

66. Church, Family and Culture in Nineteenth-Century America. (Also History 48.) See History 48.

Second semester. Professor Saxton.

67. Women and Politics in Twentieth-Century America. (Also History 47.) See History 47.

Omitted 2003-04. Professor Saxton.

68. Globalization, Social Movements and Human Rights. (Also Political Science 68.) See Political Science 68.

Second semester. Professor Basu.

77, 78, 78D. Senior Departmental Honors. Open to senior majors in Women's and Gender Studies who have received departmental approval.

First and second semesters.

97, 98. Special Topics. Independent Reading Courses.

First and second semesters.

RELATED COURSES

Cross-Cultural Studies: Language and Gender. See Bruss Seminar 24.

Omitted 2003-04. Professor Tawa.

Re-Imagining Law: Feminist Interpretations. See Political Science 39 (also Law, Jurisprudence and Social Thought 39).

Open to juniors and seniors. Second semester. Professor Bumiller.

Sex Role Socialization. See Psychology 40.

First semester. Professor Olver.

The Family. See Sociology 21.

Second semester. Professor Dizard.

Crossing Literary Genres: Spanish American Women's Writings. See Spanish 46.

Omitted 2003-04. Senior Lecturer Otaño-Benítez.

FIVE COLLEGE FACULTY COURSE OFFERINGS

Below are listed courses taught by faculty holding Five College joint appointments. But these courses are only a few of those available through the Five College Student Interchange. (Through the Interchange students at any one of the five campuses may register for any course offered at the others, provided they follow policies in place at their own campuses, receive approval from their home campus advisor, meet any course requisites, and determine that space is available.) For more complete course information, consult the online course catalog at <http://www.fivecolleges.edu/fcolcc.html/>.

SELF-INSTRUCTED LANGUAGES in the Self-Instructional Language Program, Five College Foreign Language Resource Center, University of Massachusetts (under the Five College Program). Elementary-level courses are currently offered in the following languages: Bulgarian, Czech, Modern Greek, Hindi, Hungarian, Indonesian, Norwegian, Romanian, Serbo-Croatian, Swahili, Thai, Turkish, Twi, Urdu, Vietnamese, and Wolof. For further information, including information on registration, consult the Self-Instructional Language Program Website at the Five College Website (<http://www.fivecolleges.edu/>)

Elementary Ki-Swahili and Hindi

Intensive Ki-Swahili and Hindi will be offered through the Five College Center for the Study of World Languages by an instructor funded by the Mellon Foundation. Limited enrollment. For further information go to <http://www.umass.edu/fclang>.

First and second semesters. Professor to be announced.

African Studies

CATHERINE NEWBURY, Professor of Government (at Smith College in the Five College Program).

Polit 398. The Rwanda Genocide in Comparative Perspective. In 1994 Rwanda was engulfed by violence that caused untold human suffering, left more than half a million people dead, and reverberated throughout the Central African region. Using a comparative perspective, this course explores parallels and contrasts between Rwanda and other cases of genocide and mass murder in the 20th century. Topics include the nature, causes, and consequences of genocide in Rwanda, regional dynamics, the failure of the international community to intervene, and efforts to promote justice through the U.N. International Criminal Tribunal for Rwanda. We will also consider theories of genocide and their applicability to Rwanda, exploring comparisons with other cases such as the Armenian genocide, the Holocaust, the destruction of the Herero, and war in Liberia and Sierra Leone. W 1-3:50 p.m.

First semester. Mount Holyoke College.

SS 222. Women and Politics in Africa. This course explores the genesis and effects of political activism by women in Africa, which some believe represents a new African feminism, and its implications for state/civil society relations in contemporary Africa. Topics will include the historical effects of colonialism on the economic, social, and political roles of African women, the nature of urban/rural distinctions, and the diverse responses by women to the economic and political crises of postcolonial African polities. Case studies of specific African countries, with readings of novels and women's life histories as well as analyses by social scientists. TTh 10:30-11:50 a.m.

Second semester. Hampshire College.

Arabic

MOHAMMED MOSSA JIYAD, Five College Senior Lecturer in Arabic (at Mount Holyoke College in the Five College Program).

Asian 130. Elementary Arabic I. This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills and basic Arabic syntax and morphology, as well as basic reading and writing. MWF 11 a.m.-12:15 p.m.

First semester. Mount Holyoke College.

Arabic 126. Elementary Arabic I. Same description as Asian 130. MW 1-2:15 p.m. F 1:25-3:20 p.m.

First semester. University of Massachusetts.

Arabic 226. Intermediate Arabic I. This course continues Elementary Arabic I, study of modern standard Arabic. It covers oral/aural skills related to interactive and task-oriented social situations, including discourse on a number of

topics and public announcements. Students read and write short passages and personal notes containing an expanded vocabulary on everyday objects and common verbs and adjectives. MW 2:30-4 p.m. F 2:30-3:30 p.m.

First semester. University of Massachusetts.

Asian 131. Elementary Arabic II. Continuation of Elementary Arabic I. Students will expand their command of basic communication skills, including asking questions or making statements involving learned material. Also, they will expand their control over basic syntactic and morphological principles. Reading materials (messages, personal notes, and statements) will contain formulaic greetings, courtesy expressions, queries about personal well-being, age, family, weather and time. Students will also learn to write frequently used memorized material such as names, forms, personal notes and addresses.

Second semester. Mount Holyoke College.

Arabic 146. Elementary Arabic. Same description as Asian 130.

Second semester. University of Massachusetts.

Arabic 246. Intermediate Arabic. Same description as Arabic 226.

Second semester. University of Massachusetts.

Dance

CONSTANCE VALIS HILL, Five College Visiting Associate Professor of Dance (at Hampshire College in the Five College Program).

HACU 273. Cultural Studies and Performance: Black Traditions in American Dance. This course explores the forms, contents, and contexts of black traditions that played a crucial role in shaping American theatrical dance in the twentieth century; and acknowledges such African American dance artists as Katherine Dunham, Bill Robinson, Pearl Primus and Alvin Ailey—along with Isadora Duncan, Martha Graham and Doris Humphrey—as the pioneering movers and shapers of our modern American dance tradition. Viewing American cultural history through the lens of movement and performance, we will discuss how expressive cultural forms from the African Diaspora are transferred from the social space to the concert stage; and how (and why) music and dance forms from the black vernacular are inhaled wholesale into the mainstream of American popular culture.

First semester. Hampshire College.

Dance 377. Fleeting Images: Choreography on Film. This selected survey of choreography on film and video indulges in the purely kinesthetic experience of watching the dancing body on film. We will focus on works that have most successfully effected a true synthesis of the two mediums, negotiating between the spatial freedom of film and the time-space-energy fields of dance, the cinematic techniques of camera-cutting-collage, and the vibrant continuity of the moving body. Viewing a range of visual materials, from silent physical comedies and backstage-chorus line musicals to experimental dance films, martial-arts action flicks and music videos, we will discern the roles of the choreographer and director in shooting, pacing, editing and scoring the moving image. The concept of dancing in film genres will hopefully be enlarged as we consider film choreography as a distinct form of creative expression that functions to maintain and assert cultural and social identities, demonstrating the holistic role of dance as a visual art form, an intrinsic expression of a shared American culture.

First semester. Smith College.

Twentieth-Century American Dance: Sixties Vanguard to Nineties Hip-Hop. This survey of late twentieth century dance moves from the sixties—a decade of revolt and redefinition in American modern dance that provoked new ideas about dance, the dancer's body and a radically changed dance aesthetic—the radical postmodernism of the nineties, when the body continued to be the site for debates about the nature of gender, ethnicity and sexuality. We will investigate how the political and social environment of the sixties—particularly the Black Power/Black Arts Movement and Women's Movement—informed the work of succeeding generations of dance artists and yielded new theories about the relationship between cultural forms and the construction of identities.

Second semester. Hampshire College.

Jazz Tap Dancing in America: History and Practice. This survey and sampling of the history of jazz and tap dancing in America takes place in the classroom and dance studio, enabling students to both view and embody the classic jazz and tap choreographies representing our 300-year tradition of American percussive dance. We will also look at tap's absorption of hip-hop rhythms and the rhythmically brilliant and technically virtuosic choreographies formed from the fusion of jazz and hip-hop beats.

Second semester. University of Massachusetts.

Film/Video Production

ELIZABETH MILLER, Five College Visiting Assistant Professor of Film/Video Production (at the University of Massachusetts in the Five College Program).

Film Studies 280. Introduction to Video Production and the History of Video Art. This introductory video production course will teach basic skills involved in video production including camera work, lighting, sound recording, and editing. This class will provide students with technical and conceptual skills to plan and complete creative video projects in small groups and individually. Over the course of the semester, students will gain experience in pre-production, production and post-production techniques. Through production exercises and in-class critiques, students will learn to look and think critically about the construction of the moving image and the creative use of sound. Weekly screenings and readings will introduce students to the history and contemporary practice of video art/documentary video as a means to explore a range of visual strategies and aesthetic approaches to video making. T 1:25-5:25 p.m., W 7:30-9:30 p.m. screening.

Requisite: Film Studies 200 (which may be taken concurrently). Limited to 13 students. First semester. Smith College.

English 89. Production Seminar in the Moving Image. See English 89.

Second semester. Amherst College.

Communication/Art 497J. Advanced Video Production. This advanced video production course is open to students who have a solid understanding of basic video production. In a seminar environment, students will have an opportunity to explore advanced aspects of the medium including cinematography, sound recording, proposal development, digital editing on Final Cut Pro, and distribution for finished work. Through in-class critiques and the viewing and discussion of film and video, students will look and think critically about the construction of the moving image and the creative use of sound. Weekly screenings and readings will introduce students to the contemporary practice of video art/documentary video as a means to explore a range of visual strategies and aesthetic approaches to video making. W 1:25-5:25 p.m., 7:30-9:30 p.m. screening.

Admission with consent of the instructor. Limited to 12 students. Second semester. University of Massachusetts.

ANN STEUERNAGEL, Five College Visiting Assistant Professor of Film/Video Production (at Amherst College and Mount Holyoke College in the Five College Program).

FS210. Production Seminar in the Moving Image. This course offers an introductory exploration into the moving image as an art form outside of the conventions of the film and television industries. This class will cover technical and aesthetic aspects of video production and will also offer a theoretical and historical context in which to think about independent cinema and video art. W 1-3:50 p.m., Tu 7-9 p.m. screening.

Admission with consent of the instructor. Limited enrollment. First semester. Mount Holyoke College.

English 82. Production Seminar in the Moving Image. See English 82.

First semester. Amherst College.

HACU 250. Human Locomotion and the Moving Image. This course will explore innovative ways in which human locomotion and dance (in its broadest sense) are represented in film and video. Students will be given specific assignments through which they will investigate the challenges of recording pedestrian and performative movement. We will experiment with how movement is translated into animation and will explore movement in relation to sound. We will also consider live performance and video installation. Weekly screenings will be wide-ranging and include work by Charlie Chaplin, Gene Kelly, Maya Deren, Carolee Schneeman, Norman McLaren, Bruce Lee, Yoko Ono, Charles Atlas, Clair Denis, and others. Screenings will be supplemented with reading assignments that offer a theoretical and historical context in which to think about human locomotion in film and video. An advanced course.

Requisite: Video Production I and II or its equivalent and consent of the instructor. Limited to 15 students. Second semester. Hampshire College.

Geosciences

J. MICHAEL RHODES, Professor of Geochemistry (at the University of Massachusetts in the Five College Program).

GEO 105. Dynamic Earth. The earth is a dynamic planet, constantly creating oceans and mountain ranges, accompanied by earthquakes and volcanic eruptions. This course explores the scientific ideas that led to the scientific revolution of plate tectonics; how plate tectonics provides a comprehensive theory explaining how and why volcanoes and earthquakes occur; and the hazards that they produce and their impact on humans. Emphasis is placed on current earthquake and volcanic events, as well as on momentous events from the past, such as the San Francisco earthquake of 1906, the 79 A.D. eruption of Vesuvius that destroyed Pompeii, and the more recent eruptions of Mount St. Helens (Washington), Pinatubo (Philippines) and Kilauea (Hawaii). T & Th 1-2:15 p.m.

First semester. University of Massachusetts.

GEO 515. X-Ray Fluorescence Analysis. Theoretical and practical application of X-ray fluorescence analysis in determining major and trace element abundances in geological materials.

First semester. University of Massachusetts.

GEO 591V. Volcanology. Systematic discussion of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanic impact on humans, and the monitoring and forecasting of volcanic events. Case studies of individual volcanoes illustrate principles of volcanology; particular attention to Hawaiian, ocean-floor, and Cascade volcanism. F 1:30-3:30 p.m. plus another 2 hours, time and campus to be arranged.

Second semester. University of Massachusetts.

~ International Relations

MICHAEL T. KLARE, Professor of Peace and World Security Studies (at Hampshire College in the Five College Program).

International Relations 311. Problems in International Peace and Security. This research-oriented seminar on critical problems of international peace and security in the 21st century is intended for students who seek to enhance their research and analytical skills and their understanding of current world security affairs. The course will examine a wide spectrum of threats to international peace and security, including the proliferation of weapons of mass destruction, international arms trafficking, regional conflict, terrorism, environmental security, gender violence, and international crime. In 2003 the course will focus on security affairs in Asia, with a particular emphasis on U.S.-China relations. Students will be expected to write a major research paper on one aspect of Asian security affairs and to present the results of their research to the class. T 2-4 p.m.

First semester. Mount Holyoke College.

SS224. Global Resource Politics. This course provides an in-depth assessment of the impact of intensified resource competition on international politics and conflict dynamics in the 21st century. The course will examine global supply and demand patterns for those resources considered essential to human life and modern industrial society: oil, water, minerals, timber, food, and land. In particular, it will consider how globalization, population growth, and unsustainable consumption are affecting the competition for these materials. Particular emphasis will be placed on the potential for conflict arising from the competition for vital materials. The course will also consider how the international system can better manage resource disputes so as to reduce the risk of conflict. Students will be expected to write a research paper on one aspect of this larger problem and to summarize their findings in class; group work will be encouraged.

Second semester. Hampshire College

Pol Sci 351. International Security Policy. The course will examine the major threats to international peace and security in the early 21st century, including the proliferation of weapons of mass destruction, international arms trafficking, regional conflict, terrorism, environmental security, and international crime. In 2004 the course will focus on security affairs in Asia, with a particular emphasis on U.S.-China relations. Students will be expected to write a research paper on one aspect of Asian security affairs and to participate in mock policy dialogues in class.

Second semester. University of Massachusetts.

Italian

ELIZABETH H. D. MAZZOCCO, Five College Associate Professor of Italian and Director of the Five College Center for the Study of World Languages (at the University of Massachusetts in the Five College Program).

Italian 597B. Boccaccio and the Trecento. This course will focus on the works of Giovanni Boccaccio (1313-1375) and the world of the Florentine Trecento. In addition to an in-depth reading of *The Decameron*, we will also study portions of some of Boccaccio's secondary works, such as the *Teseida*, *Filostrato*, *De claris mulieribus* (*On Famous Women*), and the *Genealogia* (specifically the chapters dealing with his defense of poetry). Readings and work will be done in Italian. Course will be conducted in Italian and English. W 1:30-4 p.m.

First semester. University of Massachusetts.

FIVE COLLEGE AFRICAN STUDIES CERTIFICATE PROGRAM

The Five College African Studies Certificate Program is administered by the Five College African Studies Council through its Faculty Liaison Committee, which consists of the certificate program advisors from each of the five colleges. The certificate program offers an opportunity for students to pursue an interest in African Studies as a complement to their majors.

Requirements: The Five College African Studies Certificate Program requires a minimum of six courses on Africa. An African course is defined as one the content of which is at least 50% devoted to Africa per se. The program is designed to be broadly interdisciplinary in character. A coherent plan of study should be developed between the student and his or her certificate program advisor. Students are encouraged to complete their studies of Africa with an independent study course that gives this course work in African Studies a deliberate, integrative intellectual focus.

Minimum requirements of the Five College Certificate in African Studies are:

1. A minimum of one course providing an historical perspective;
2. A minimum of one course on Africa in the social sciences (anthropology, economics, geography, political science, sociology);
3. A minimum of one course on Africa in the fine arts and humanities (art, folklore, history, literature, music, philosophy, religion);
4. A minimum of three more courses on Africa, each in a different department, chosen from history, the social sciences, or the fine arts and humanities;
5. Proficiency in a language other than English through the level of second year in college, to be fulfilled either in a language indigenous to Africa or an official language in Africa (French, Portuguese or Arabic).

No more than three courses in any one department may be counted toward the minimum requirements of this certificate. With the approval of the student's certificate program advisor, not more than three relevant courses taken at schools other than the five colleges may be counted toward the minimum certificate requirements. Students must receive a grade of B or better in every course that qualifies for the minimum certificate requirements. No course that counts for the minimum requirements may be taken on a pass/fail basis. Students are also encouraged to take advantage of opportunities currently available

on each campus through study abroad programs to spend a semester or more in Africa.

Students who complete the certificate program requirement will be given a certificate from the Five College African Studies Council, and the following entry shall be made on the student's permanent college record: "Completed requirements for the Five College African Studies Certificate."

Further information about the Five College African Studies Certificate Program is available from the certificate program advisor at Amherst College, who will have a list of courses at all five colleges which will satisfy certificate requirements, as well as certificate program application forms. (Such lists and forms are also available at the Five College Center.) During 2003-04 the Amherst certificate program advisor is Professor Rowland Abiodun of the Departments of Fine Arts and Black Studies.

FIVE COLLEGE CERTIFICATE IN CULTURE, HEALTH, AND SCIENCE

The Five College Certificate in Culture, Health, and Science complements a traditional disciplinary major by allowing students to deepen their knowledge of human health, disease, and healing through an interdisciplinary focus. Under the guidance of faculty program advisors on each campus, students choose a sequence of courses available within the five colleges and identify an independent research project that will count toward the certificate. The certificate represents areas of study critical to understanding health and disease from a biocultural perspective.

To receive the certificate students take seven courses (earning a B or better in each course) distributed across the following categories:

1. Overviews of Biocultural Approaches;
2. Mechanisms of Disease Transmission;
3. Population, Health, and Disease;
4. Healers and Treatment;
5. Ethics and Philosophy;
6. Research Design and Analysis.

A comprehensive list of certificate requirements is available online at <http://www-unix.oit.umass.edu/~culhs/chs.html>. For 2003-04, the Amherst faculty advisor will be Professor Deborah Gewertz.

FIVE COLLEGE INTERNATIONAL RELATIONS CERTIFICATE PROGRAM

The Five College International Relations Certificate is issued by Mount Holyoke College on behalf of the Five Colleges. The purpose of the International Relations Certificate Program is to encourage students interested in international relations but majoring in other fields to develop a coherent approach to the study of this subject. The Program recommends a disciplined course of study designed to enhance students' understanding of complex international processes—political, military, economic, social, cultural, and environmental—that are increasingly important to all nations. Receipt of the certificate indicates that the student has completed such a course of study as a complement to his or her major.

An Amherst student qualifies for the certificate by satisfactorily completing the following seven requirements:

1. A course in introductory world politics;
2. A course concerning global institutions or problems;
3. A course on the international financial and/or commercial system;
4. A modern (post-1789) history course relevant to the development of the international system;
5. A course on contemporary American foreign policy;
6. Two years of college-level foreign language study; (Please note that Amherst College's foreign language requirement differs from that noted in the Five College International Relations brochure.)
7. Two courses on the politics, economy and/or society of foreign areas, of which one must involve the study of a Third World country or region.

No more than four of these courses in any one discipline can be counted toward the certificate. No single course can satisfy more than one requirement. A grade of *B* or better must be achieved in a course in order for it to count toward the certificate. Amherst students should request grades for Hampshire College courses offered in fulfillment of requirements for the certificate.

The Certificate Program is administered by the Five College International Relations Committee whose members also serve as faculty advisors concerning the program on the five campuses. Amherst students' selection of courses to satisfy the requirements for the certificate is monitored and approved by Amherst's faculty advisor. Further information about the Five College International Relations Certificate Program can be obtained from the faculty advisors at Amherst who will have Certificate Program application forms. (Such forms are also available at the Five College Center.) During the first semester 2003-04, the Amherst faculty advisors will be Professors Ronald Tiersky, William Taubman, and Javier Corrales.

FIVE COLLEGE LATIN AMERICAN AND CARIBBEAN STUDIES CERTIFICATE PROGRAM

The Five College Latin American and Caribbean Studies Certificate is issued by the Five College Council on Latin American Studies. The Certificate program provides a framework for students interested in Latin America and the Caribbean to develop a coherent, interdisciplinary approach to the study of this subject.

Requirements: The Certificate Program requires eight courses on Latin America and the Caribbean that include the following:

1. An introductory course in the social and political history of Latin America and/or the Caribbean
2. One course on Latin America or the Caribbean in the humanities (including art, dance, film, folklore, literature, music, religion, and theater)
3. One course on Latin America or the Caribbean in the social sciences (including anthropology, economics, geography, political science, history, and sociology)
4. An interdisciplinary seminar (normally in the senior year) that brings together the various themes and techniques of analysis learned in the above courses.

Students must earn a grade of B or better in each course. In addition, students must meet a language requirement, demonstrating proficiency in Spanish or Portuguese at the level of a fourth-semester language course. This requirement can be met through coursework or through an examination. However, language instruction will not count toward the eight courses required for the certificate.

The program is designed to be broadly interdisciplinary in character. Students are expected to begin with an introductory course that covers a range of countries and themes, and proceed to more advanced and focused areas of study. A student's specialization in Latin America and the Caribbean may include a semester or year of study abroad or a summer doing field research for a senior honors thesis in the student's major. Some, though not all, of this coursework may count toward the eight courses required for the Certificate, according to guidelines set by the Five College Council.

Faculty advisors will help students design their programs of study and provide a list of courses at the Five Colleges that satisfy the certificate requirements, as well as certificate program application forms. (Such lists and forms are also available at Five Colleges Inc.) During 2003-04 the Amherst faculty advisor will be Professor Javier Corrales.

VI

PROFESSORSHIPS AND READERSHIPS

LECTURESHIPS

HONORS

FELLOWSHIPS

FELLOWS

PRIZES AND AWARDS

ENROLLMENT



Professorships and Readerships

Winifred L. Arms Professorship in the Arts and Humanities. Established in 1982 by Winifred Arms in memory of her husband, Robert A. Arms '27, the Arms Professorship is held by a distinguished member of the faculty concerned with one of the fields of artistic or literary expression.

Beitzel Professorship in Technology and Society. Established in 1999 by George B. Beitzel '50, this professorship recognizes distinction in the arts and sciences, particularly in the use of technology to enhance undergraduate learning. The Beitzel Professor at Amherst College will have a vision of interfacing man and machine in a way that fused computer, networking, fiberoptic, or future electronic technologies with the values of the academy, the ideals of a liberal education and the goals of an enlightened society.

Parmly Billings Professorship in Hygiene and Physical Education. Established in 1890 by Frederick Billings of Woodstock, Vermont, this professorship honors the memory of his son, Parmly Billings 1884.

Brian E. Boyle Professorship in Mathematics and Computer Science. Established in 1998 by Brian E. Boyle '69, this professorship recognizes exceptional teaching and research in the Mathematics and Computer Science Department or its successor department. The Boyle Professorship is held by a senior member of the faculty who has appreciation for the role of technology in teaching and who has demonstrated a dedication to the values of a liberal arts education.

Elizabeth W. Bruss Readership. Established in 1982, in memory of Elizabeth Bruss, The Bruss Reader is a member of the faculty appointed by the President and the Dean of the Faculty to a three-year term that rotates among the various academic disciplines at Amherst integrating material about women into the curriculum. The Bruss Reader will also serve as a resource person for colleagues, bringing new information regarding women to their attention.

Class of 1880 Professorship in Greek. Given to the College by all living members of the Class at its 50th reunion in 1930.

Class of 1959 Professorship. Established by the Class of 1959 on the occasion of its 40th reunion to honor a distinguished faculty member, in one of the traditional disciplines, with a deep commitment to students and to their habits of mind.

Henry Steele Commager Professorship. Established in 1991 by Wyatt R. Haskell '61, Jonathan P. Rosen '66, and others in recognition of Professor Commager's 35 years of distinguished scholarship and dedication to the teaching of undergraduates at Amherst College.

George H. Corey Professorship in Chemistry. Established in 1952 by bequest of George H. Corey 1888.

G. Armour Craig Professorship in Language and Literature. Established in 1994 by an anonymous donor, this professorship honors G. Armour Craig, Professor of English 1940-1985 and Acting President 1983-1984.

William Nelson Cromwell Professorship in Jurisprudence and Political Science. Established in 1948 by bequest of William Nelson Cromwell, founder of the New York City law firm Sullivan & Cromwell.

George Lyman Crosby Professorship in Philosophy. Established in 1950 by Stanley Warfield Crosby, brother of George Lyman Crosby 1896.

Stanley Warfield Crosby, Jr., Professorship in Religion. Established in 1950 by Stanley Warfield Crosby '13 in memory of his son, Stanley Warfield Crosby, Jr., who was killed in the Korean War.

Amanda and Lisa Cross Professorship. Established in 1980 by Theodore L. Cross '46, Trustee 1973-85, emeritus since 1985, in honor of his daughters, Amanda and Lisa Cross.

Sidney Dillon Professorship in Astronomy. Established in 1894 by the family of Sidney Dillon, Chairman of Union Pacific Railroad.

Joseph B. Eastman Professorship in Political Science. Established in 1944 by friends of Joseph B. Eastman '04, Trustee 1940-44.

Edwin F. and Jessie Burnell Fobes Professorship in Greek. Established by Professor Francis H. Fobes, who taught Classics 1920-48, emeritus 1948-57.

Eliza J. Clark Folger Professorship. Established in 1930 by Emily Jordan Folger (Mrs. Henry Clay Folger), in memory of Mr. Folger's mother.

Emily C. Jordan Folger Professorship. Established in 1930 by Emily Jordan Folger (Mrs. Henry Clay Folger).

Henry Clay Folger 1879 Professorship. Established in 1930 by Emily Clay Folger (Mrs. Henry Clay Folger).

Clarence Francis Professorship in the Social Sciences. Established in 1969 in honor of Clarence Francis '10, former Chairman of General Foods and Amherst Trustee 1944-50.

Julian H. Gibbs Professorship in Natural and Mathematical Sciences. Established by the Trustees in 1983 to honor Julian H. Gibbs '46, Professor of Chemistry and 15th President of the College.

Samuel Green Professorship. Established in 1867 by John Tappan, Trustee 1834-1854, and founding pastor of Union Church in Boston, in honor of Samuel Green, also pastor of Union Church.

Edward S. Harkness Professorship. Established in 1930 by Edward S. Harkness, New York philanthropist.

William H. Hastie Professorship. Established in 1986 by the Trustees to honor Judge William H. Hastie '25, the first black federal judge and Chief Justice of the U.S. Court of Appeals for the Third Circuit. Judge Hastie was Trustee 1962-75, emeritus 1975-76.

Hitchcock Professorship in Mineralogy and Geology. Established in 1847 by Boston merchant Samuel A. Hitchcock of Brimfield and Samuel Williston, Easthampton button manufacturer and Trustee 1841-74.

Charles Hamilton Houston Professorship. Established in 1987 by Gorham L. Cross '52 to honor the achievements of Charles Hamilton Houston '15, principal architect of the legal strategy leading to the 1954 Supreme Court decision prohibiting race discrimination in U.S. public schools.

William R. Kenan, Jr., Professorship. Established in 1969 by the William R. Kenan, Jr., Charitable Trust.

Stanley King Professorship in Dramatic Arts. Established in 1952 by the Trustees in recognition of the generosity and service of Stanley King '03, President 1932-46, emeritus 1946-51.

Alfred Sargent Lee '41 and Mary Farley Ames Lee Professorship. Established in 2000 by Alfred Sargent Lee '41 and Mary Farley Ames Lee to recognize a senior member of the faculty who demonstrates distinction in undergraduate teaching and a commitment to the liberal arts tradition at Amherst College.

Lewis-Sebring Professorship in Latin American and Latino Culture. Established in 2001 by the Lewis-Sebring Family Foundation on behalf of Charles A. Lewis '64 and Penny Bender Sebring, this professorship promotes the study of the culture, language, politics, history or art of Latin American or Latino America. The professorship honors a member of the faculty whose teaching and scholarship focus on Latin American or the contributions of Latino America to the intellectual and cultural life of the United States.

Rufus Tyler Lincoln Professorship in Biology. Established in 1916 by Caroline Tyler Lincoln (widow of Rufus P. Lincoln 1862) in memory of her son, Rufus Tyler Lincoln.

Jonathan R. Longley Professorship. Established in 2001, the Jonathan R. Longley '74 Professorship recognizes a senior member of the faculty who demonstrates distinction in undergraduate teaching and a commitment to the liberal arts tradition at Amherst College.

Manwell Family Professorship in Life Sciences. Established in 2000 by Edward J. Manwell '25, this professorship is held by a faculty member who has shown dedication to the life of the College and distinction in teaching and research.

Massachusetts Professorship in Chemistry and Natural History. Established in 1847 by the Trustees in recognition of a grant from the Commonwealth of Massachusetts.

John J. McCloy Professorship. Established in 1983 by the Trustees to honor John J. McCloy '16, Trustee 1947-69, Chairman 1956-69, and Honorary Chairman 1969-1989, to support visiting scholars who teach courses in American institutions and international relations.

William R. Mead Professorship in Fine Arts. Established in 1936 by bequest of Mr. and Mrs. William R. Mead 1867. William R. Mead was a founder of McKim, Mead and White, architects.

Andrew W. Mellon Professorship. Established in 1974 by a grant from the Andrew W. Mellon Foundation.

Charles E. Merrill Professorship in Economics. Established in 1950 by Charles E. Merrill '08.

Zephaniah Swift Moore Professorship. Named for the first president of the College and held by a distinguished classicist on the Amherst College faculty.

Dwight W. Morrow Professorship. Established in 1941 by bequest of Dwight W. Morrow 1895, Trustee 1916-1931, to endow a professorship in political science or American history.

Anson D. Morse Professorship in History. Established in 1924 by Dwight W. Morrow 1895, Trustee 1916-31, in honor of Professor Anson Morse, who taught at Amherst from 1878 to 1907.

John C. Newton Professorship in Greek and Sculpture. Established in 1891 by bequest of John C. Newton, a Worcester mason and building contractor.

Edward N. Ney Professorship in American Institutions. Established in 1986 by Edward N. Ney '46, Trustee 1979-89, emeritus since 1989.

George Daniel Olds Professorship in Economics and Social Institutions. Established in 1914 by Frank L. Babbott, Jr. '13 to honor Dean George D. Olds, who later served as President 1924-27, emeritus 1927-31.

Olin Professorship in Asian Studies. Established in 1998 by the Spencer T. and Ann W. Olin Foundation to support a faculty member who advances students' understanding and appreciation of Asian art, economics, history, languages, politics, society or cultures.

James E. Ostendarp Professorship. Established in 1990 by former students, friends, and colleagues to honor (football) Coach Ostendarp on the occasion of a dinner in his honor held in New York City to show their appreciation for his keen interest in all aspects of the Amherst experience and his commitment to the development of the Amherst student within the ideals of a liberal arts education.

Domenic J. Paino Professorship in Global Environmental Studies. Established in 1997 by Birgitta and Domenic J. Paino '55, this professorship reflects the donors' interest in issues affecting the entire world and their commitment to the study of the interconnectedness of nations.

Ward H. Patton Professorship in Economics. Established in 1989 by Ward H. Patton, Jr. '42, in memory of his father, who was instrumental in building the Green Giant Company.

Thomas F. Pick Readership in Environmental Studies. Established in 1999, this readership will support individuals who are dedicated to teach, study or research in an area of environmental studies. The Pick Reader is a member of the faculty appointed by the President and the Dean of the Faculty to coordinate studies and to organize events relating to environmental studies across existing disciplines and departments. The Pick Reader will serve as a campus resource person in environmental studies.

Peter R. Pouncey Professorship. Established in 1995 by an anonymous donor in honor of Peter R. Pouncey, President 1984-1994 and Professor of Classics 1984-1999.

E. Dwight Salmon Professorship in History. Established in 1989 by Thomas H. Wyman '51, Trustee 1976-92, Chairman 1986-92, and emeritus 1992-present, to honor Professor Emeritus E. Dwight Salmon, who taught history at Amherst from 1926 to 1963.

Willem Schupf Professorship in Asian Languages and Civilizations. Established in 1994 by H. Axel Schupf '57, Trustee 1993-present, in memory of his father, to confirm the College's commitment to studying the East.

Winthrop H. Smith Professorship. Established in 1956 by Winthrop H. Smith '16, Trustee 1952-61, to fund a professorship in American history and American studies.

Bertrand Snell Professorship in American Government. Established in 1951 by bequest of Bertrand H. Snell 1894.

Stone Professorship in Natural Sciences. Established in 1880 by Valeria Goodenow Stone in honor of Julius H. Seelye, President 1876-90.

Thalheimer Professorship. Established in 1998 by the family of Louis B. Thalheimer '66, who served as a Trustee of the College from 1992-1998, and his daughter, Deborah E. Thalheimer '94, this professorship recognizes distinction in teaching and is intended to honor a scholar-teacher who has a strong interest in and commitment to undergraduates.

Willard Long Thorp Professorship in Economics. Established in 1989 by alumni and friends to honor Willard Long Thorp '20, Professor of Economics 1926-33 and 1952-63, Trustee 1942-55, and Acting President 1957.

Joseph E. and Grace W. Valentine Professorship in Music. Established in 1982 by bequest of Joseph E. and Grace W. Valentine.

Richard S. Volpert Professorship in Economics. Established in 2000 by Barry S. Volpert '81 and Teri C. Volpert in honor of Richard S. Volpert '56, this professorship supports a faculty member in the Department of Economics who has shown distinction in teaching and research concerning free market economics and dedication to the life of the College.

William J. Walker Professorship in Mathematics and Astronomy. Established in 1861 by Boston physician William J. Walker.

Thomas B. Walton, Jr., Memorial Professorship. Established in 1984 by Thomas B. Walton in memory of his son, Thomas B. Walton, Jr. '45.

The John William Ward Professorship. Established in 2003 by a member of the Board of Trustees, the John William Ward Professorship recognizes a senior faculty member at Amherst College who is an accomplished scholar and teacher who has served the College community with distinction on a key committee or in an administrative post. The Ward Professor will be selected by the President and the Dean of the Faculty and appointed by the Board of Trustees.

G. Henry Whitcomb Memorial Professorship. Established in 1921 in memory of G. Henry Whitcomb 1864, Trustee 1884-1916, by his three sons, all Amherst alumni.

L. Stanton Williams Professorship. Established in 1990 by L. Stanton Williams '41 to support teaching and scholarship that encourages students to use the skills and knowledge acquired at Amherst for the benefit of their communities and the wider society.

Samuel Williston Professorship in English. Established in 1845 by Samuel Williston, Easthampton button manufacturer and Trustee 1841-74.

Samuel Williston Professorship in Greek and Hebrew. Established in 1869. Formerly known as Graves Professorship of Greek Language and Literature.

Winkley Professorship in History and Political Economy. Established in 1885 by Henry Winkley, New York and Philadelphia retailer.

Lectureships

Henry Ward Beecher Lectureship. Established by Frank L. Babbott 1878 in honor of Henry Ward Beecher 1834. The incumbent is appointed biennially by the faculty for supplementary lectures in the departments of history and the political, social, and economic sciences.

Copeland Colloquium Fund. Established in 1971 by Morris A. Copeland '17. The Colloquium supports visiting fellows who remain in residence at Amherst and pursue their own diverse interests while engaging themselves in various ways with faculty and students.

Croxton Lectureship. Established in 1988 by William M. Croxton '36 in memory of his parents, Ruth L. and Hugh W. Croxton. Income from this endowed fund is used to bring to campus well-known guest speakers who focus on topical issues.

Samuel B. Cummings Lectureship. Established in 1997 by bequest of Samuel B. Cummings, this fund is to be used for an annual or biannual lecture in one of the academic fields of anthropology, archaeology, psychology, and/or sociology.

Joseph Epstein Lecture Fund in Philosophy. Established in 1987 by members of the Department of Philosophy to sponsor philosophical talks and discussions at Amherst. The fund honors Professor Joseph Epstein, who for 35 years taught Amherst students philosophy, especially logic, philosophy of science, and American pragmatism.

Clyde Fitch Fund. Established by Captain and Mrs. W. G. Fitch of New York in memory of their son, Clyde Fitch 1886. This fund is used for the furtherance of the study of English literature and dramatic art and literature.

Forry and Micken Fund in Philosophy and Science. Established in 1983 by Carol Micken and John I. Forry '66 to promote the study of philosophical issues arising out of new developments in the sciences, including mathematics, and issues in the philosophy and history of science.

John Whitney Hall Lecture Fund. Established in 1994 by Betty Bolce Hall to honor her husband. Income is to be used to initiate and maintain the John Whitney Hall '39 Lecture Series on Japan. Professor Hall became an authority on premodern Japanese history, training graduate students who entered academic, business and governmental fields relating to Japan. For more than 30 years he worked to develop Japanese studies in American colleges and universities.

Charles H. Houston Forum. Established in 1980 by Gorham L. Cross, Jr. '52 to honor Charles H. Houston '15. The income from this forum brings lecturers on law and social justice to Amherst.

Victor S. Johnson Lectureship Fund. Established in memory of Victor S. Johnson (1882-1943) by his sons for the purpose of "bringing to the campus each year a stimulating individual worthy of the lecturer's purpose of serving the best tradition of the liberal arts and individual freedom."

Corliss Lamont Lectureship for a Peaceful World. Established in 1982 by Corliss Lamont '57, this fund supports lecturers who may provide insight into the analytical or operational problems of lessening friction among nations.

Max and Etta Lazerowitz Lectureship. Established in 1985 by the late Professor Morris Lazerowitz of Smith College to honor his parents, this fund provides for the annual appointment of the Lazerowitz Lecturer, who is a member of the Amherst College faculty below the rank of full professor.

Georges Lurcy Lecture Series. Established in 1982 by the Georges Lurcy Charitable and Educational Trust, this lectureship was given to the College to bring distinguished lecturers to Amherst to speak on topics relating to countries other than the United States.

Everett H. Pryde Fund. Established in 1986 by Phyllis W. Pryde in honor of her late husband Everett H. Pryde '39 to bring to the College distinguished visiting scientists to lecture on selected topics in the field of chemical research and to fund the Everett H. Pryde Research Award, given annually to an Amherst senior.

Rapaport Lectureship in Contemporary Art Fund. The Rapaport Lectureship in Contemporary Art Fund, established in 1999, provides support for an annual lecture on some aspect of contemporary art. The goal of the Rapaport Lectureship is to increase awareness and appreciation of contemporary art among students and in the community.

George William and Kate Ellis Reynolds Fund. Established in 1929 by Rev. George W. Reynolds 1877 and his wife to fund lectureships on topics of Christianity, science, and American democracy.

John Woodruff Simpson Lectureship. Established in memory of John Woodruff Simpson 1871 by his wife and daughter, to fund fellowships and "to secure from time to time, from England, France or elsewhere, scholars for the purpose of delivering lectures or courses of instruction at Amherst College."

Tagliabue Fund. Established in 1991 by Paul and Chandler Tagliabue to honor their son Andrew, who graduated in 1991. The fund supports the Asian Languages and Civilizations Department at Amherst College and funds lectures by social scientists on Asian issues.

Willis D. Wood Fund. Established in memory of Willis D. Wood 1894 to fund visiting scholars and lecturers to "talk with students and faculty about different aspects of the spiritual life."

Honors

THE PHI BETA KAPPA SOCIETY

Massachusetts Beta Chapter. The students elected to membership in this honor society are those of highest standing. A preliminary election of outstanding students occurs at the end of the first semester of junior year, and further elections occur during the first semester and at Commencement time of senior year.

President: Professor Natasha Staller

Secretary-Treasurer: Gerald M. Mager

Auditor: Professor Rose R. Olver

INITIATES 2003

Class of 2004

Alicia Joan Little
Lincoln Philip Mayer
Katherine Carmines Mooney
Andrew Jeffrey Spadafora

Class of 2003

Alexandru M. Băcu-Colfescu
Benjamin Sternfield Baum
Kristin Heather Berger
George Rayburn Cheely, Jr.
Christopher Scott Condlin
Amanda Elliott Crocker

Emily Virginia Dubinsky
Sara Holden Edelston
Andrew Wilkin Foss
Thomas Paul Fritzsche
Marcella Laura Frydman
Andrew Brian Goldberg

Elizabeth Mara Green
 Tatiana Grigorenko
 Drew Sara Himmelstein
 James Edward Johndrow
 Rebecca Wynne Johnson
 Jonathan Michael Kaldor
 Matthew Jason Karp
 Jennifer Erin Kaufman
 Alison Michelle Kaufmann
 Sidne Lillian Frede Koenigsberg
 Aliza Batya Krefetz
 Megan Christine Lau
 Katherine Leahey
 Daniel John Leistra

Tal Liron
 Bradley David Lucas
 Christian Scheurer Miller
 Joshua Robert Nevas
 Megan Elizabeth Pirigy
 Theodore James Reber
 Alexandra C. Sacks
 Carolyn Port Snyder
 Mary Catherine Talmo
 Tyler Elizabeth Thornton
 Misha Tseytlin
 Andrew Gill Unger
 Ryan Welch
 Jeffrey Barton Young

THE SOCIETY OF SIGMA XI

Sigma Xi, the National Honorary Scientific Research Society, was founded in 1886, and the Amherst Chapter was installed March 23, 1950. As one of its purposes, the Society gives recognition of those students, members of the Faculty, research associates, and alumni who have demonstrated ability to carry on constructive scientific research or who show definite promise of research ability. Other functions are the maintenance of companionship among investigators in the various fields of science, the holding of meetings for the discussion of scientific subjects, and the fostering of an interest in scientific research in the College.

Undergraduates who show definite promise of research ability are typically recommended to associate membership by the departments concerned.

President: Professor Mark D. Marshall

Secretary-Treasurer: Professor Catherine C. McGeoch

Full Membership 2003

Cathrine Ann Southern

Associate Membership, Class of 2003

Amy Catherine Adam
 Heidi Sarah Alexander
 Jacob Stuart Appelbaum
 Tamara Elizabeth Baer
 Jessica Anna Cabot
 Julia McBride Claggett
 Megan Frances Cole
 Gonzalo Edward Cruz-Schiavone
 Sebastian Francis Cruz-Schiavone
 Emily Virginia Dubinsky
 Michael Gerard Flood
 Andrew Wilkin Foss
 Stephen Graham George, Jr.
 Andrew Brian Goldberg
 Robin Sarah Goldman

Ahmad Forogh Hakimzada
 James Edward Johndrow
 Jonathan Michael Kaldor
 Alison Michelle Kaufmann
 Paul Brubeck Larkin
 Jean Lindstrom Limpert
 Rory Ann Miller
 Sarah Maureen Miller
 Daniel Agustin Murillo
 Jamie Jennifer Newman
 Theodore James Reber
 Enid Yvette Rivera
 Jodie Kaleonahe Rothschild
 Shivang S. Shah
 Michael Aaron Stevens

Eftychia E. Stratakis
 Natasha Sunderam
 Thanh Chi Tran
 Ryan Welch

Elizabeth M. Wexler
 Shormeh Odofoley Yeboah
 Bian Yu
 Melanie Elizabeth Zachar

Fellowships

COLLEGE FELLOWSHIPS

FROM the income of the College's fellowship funds, approximately 150 awards are made annually to graduates of Amherst College for study in graduate or professional schools. Applications should be made by February 10 on forms available in December from the Fellowships Office. This same deadline applies to seniors and to graduates. You need not have been accepted at graduate school to apply, but the awards are made contingent upon final enrollment. The awards are based on merit and need (except for the Kellogg and Rosenblum) and are determined by the Faculty Committee on Student Fellowships. An exception to this is the Amherst-Doshisha Fellowship for which the deadline is November 15 and for which there is a special Selection Committee.

The Amherst-Doshisha Fellowship. Amherst-Doshisha Fellowship at Amherst House, Doshisha University, Kyoto, Japan, is open to graduating seniors and recent alumni of the College for a term of one, or in some cases, two years. The recipient will have the opportunity to work with Professor Hideo Higuchi, representative of the College at Doshisha, and to teach English to Japanese students. No knowledge of the Japanese language is required.

The fellowship offers a stipend and an allowance for travel and incidental expenses, shared equally between Amherst and Doshisha. The fellowship year is normally from September to August. It carries with it formal teaching responsibilities in the English language at Doshisha University, at the first-year and second-year level. The academic year at Doshisha allows fellows to travel in Asia during February and March.

Applicants should complete applications no later than November 15. This fellowship is awarded by the Board of Trustees upon the recommendation of the Amherst-Doshisha Fellowship Committee.

The Amherst Memorial Fellowships. These fellowships, in memory of Amherst graduates who gave their lives for an ideal, are given primarily for the study of social, economic, and political institutions, and for preparation for teaching and the ministry. The fund was established because of the "need for better understanding and more complete adjustment" between humans and their "existing social, economic, and political institutions for the study of the principles underlying these human relationships."

The object of the fellowships is to permit students of character, scholarly promise, and intellectual curiosity to investigate some problem in the humanistic sciences. During previous training candidates should have given evidence of marked mental ability in some branch of the social sciences—history, economics, political science—and have given promise of original contribution to a particular field of study. It is desirable that they possess qualities of leadership, a spirit of service, and an intention to devote their efforts to the betterment of social conditions through teaching in its broad sense, journalism, politics, or field work.

Preference is given to candidates planning to do advanced work in the field of the social sciences, but awards may also be made to candidates who are planning to go to theological school in preparation for a career in the ministry and to those from other fields than the social sciences who are preparing for a career in teaching in secondary schools or colleges.

The fellowships are for one year but, upon reapplication, may be approved for one or two additional years, depending upon the nature of the subjects investigated or upon other circumstances which, in the judgment of the committee, warrant a variation in the length of tenure.

The stipend will vary according to the circumstances of the appointment. Awards will depend upon those aspects of individual cases which, in the judgment of the committee, most suitably fulfill the purpose of the foundation.

These fellowships are awarded by the Board of Trustees upon the recommendation of the Faculty Committee on Student Fellowships.

The John Mason Clarke 1877 Fellowship in Paleontology and Geology. A fund from the estate of Noah T. Clarke was established in memory of his father, John Mason Clarke 1877, to provide income for a fellowship or fellowships for the pursuit of studies in paleontology or geology, preferably in the New York State Museum in Albany, New York.

The Evan Carroll Commager Fellowship. This fund, established by Professor Henry Steele Commager in memory of his late wife and "as a testimony to her affection for this College," enables an Amherst student to study at Cambridge University. The fellowship is for one year but, upon reapplication, may be approved for a second year. The award is open to any student, with preference to seniors and to those applying to Peterhouse, St. John's, Trinity, or Downing College.

The Henry P. Field Fellowships. Two fellowships are available from the income of the bequest of the late Henry P. Field 1880 to promote graduate study in the fields of English and history. Appointments are made annually by the College on the recommendation of the departments of English and history.

The Warner Gardner Fletcher Fellowship. The income from a gift from the late Warner Gardner Fletcher '41 is awarded to "pursue work for the improvement of education." Preference is given to candidates who are engaged in the study of education and then to candidates for the Master of Arts in Teaching.

Seth E. Frank '55 Fellowship. Established in 1997 by Seth E. Frank '55, the income from this fund is to be used annually for post-graduate work by a graduate of Amherst College. The fellowship is to be awarded to a graduate who has demonstrated exceptional ability, interest, and achievement in the area of International Relations. The fellowship is not limited to graduate study but may be awarded for other endeavors which are international in scope.

The Roswell Dwight Hitchcock Memorial Fellowship. A fund, established by the Alpha Delta Phi Fraternity, provides an annual award to a member or members of the senior Class for excellence in history and the social and economic sciences. The holder of the fellowship pursues for one year a course of study in history or economics, to be completed within the period of two years next following graduation.

The Rufus B. Kellogg University Fellowship. The income from the fund, established by the late Rufus B. Kellogg 1858, provides certain prizes, and a fellowship award for three years to a graduate of Amherst College, who shall be

appointed upon the following conditions: The Fellow is elected by the Faculty on the recommendation of the Faculty Committee on Student Fellowships. Consideration is given to seniors or members of the classes graduated in the preceding six years. The fellowship is awarded to that graduate who, in the judgment of the Faculty, is best equipped for study and research, without regard to any other considerations, except that the Fellow should have an especially good knowledge of at least one modern foreign language and should have had at least one year of Latin in preparatory school or college. The three years shall be spent by the Fellow at a German university or other approved institution, for the study of philosophy, philology, literature, history, political science, political economy, mathematics or natural science. At least one college term of the final year shall be spent by the Fellow at Amherst College, to give lectures on a subject selected by the Fellow and approved by the Trustees. The lectures shall be published in book form or in a learned journal. This fellowship is based solely on merit. The Kellogg Fellowship will not be awarded again until 2006-07.

The Sterling P. Lamprecht Fellowship. From the income of this fund, fellowships are awarded to recent graduates of Amherst College for the pursuit of philosophy. Upon reapplication, these fellowships may be approved for a maximum of three years. They need not be awarded at all in one particular year, and it might be, if there were no suitable graduates, awarded to an undergraduate, in which case it would be known as the Sterling P. Lamprecht Scholarship. Preference, however, would be given for graduate study.

The Edward Poole Lay Fellowship. The income from a fund, established by Frank M. Lay 1893 and Mrs. Lay, in memory of their son Edward Poole Lay '22, provides fellowships to graduates who have shown unusual proficiency and talent in music and who desire to continue studies in the field. Preference is given to candidates who are proficient in voice. In the event that there are no qualified candidates in the musical arts (especially voice and instrumental music), they may be awarded to qualified candidates in the field of the dramatic arts. These fellowships are awarded by the Board of Trustees upon the recommendation of the Faculty Committee on Student Fellowships.

The Forris Jewett Moore Fellowships. These fellowships, in three fields of study, were established in memory of Forris Jewett Moore 1889 by his widow, Emma B. Moore.

(1) A fellowship to graduates distinguished in the study of chemistry while undergraduates, who desire to engage in further study of that subject. Preference is given to eligible candidates for the field of organic chemistry.

(2) A fellowship to graduates distinguished in the study of history while undergraduates, who desire to engage in further study of that subject.

(3) A fellowship to graduates distinguished in the study of philosophy while undergraduates, who desire to engage in further study of that subject.

The George Stebbins Moses Memorial Fellowship. This memorial fellowship is awarded to a graduate who has been accepted by a recognized divinity school, who has good reason to seek financial aid, who seems to be an all-around person qualified in all respects as a religious and moral leader and a lover of ordinary people, and who is qualified scholastically to meet the calling of a theological career creditably. The candidate need not be an outstanding student, but improvement in the upperclass years, dedication, and a sense of purpose will be given great consideration. The fellowship may be renewed for a

second or third year at the discretion of the Committee. More than one fellowship may be awarded in any given year.

The George A. Plimpton Fellowships. These fellowships, established by the Board of Trustees in memory of George A. Plimpton 1876, a member of the Board from 1890 to 1895 and from 1900 to 1936, and President of the Board from 1907 to 1936, are awarded *without stipend* to seniors who are of outstanding scholastic ability and promise, who plan to continue their studies in graduate school, and who are not in need of financial assistance. These fellowships are awarded by the Board of Trustees on recommendation of the Faculty Committee on Student Fellowships.

The C. Scott Porter Memorial Fellowship for Graduate Study. Established in 1972 by the family of C. Scott Porter '19, mathematics professor, 1924-31, and Dean of the College from 1931-1966, the C. Scott Porter Memorial Fellowship is awarded annually to a graduate for further study without restriction as to department or field.

The Lloyd I. Rosenblum Memorial Fellowship. Established in 1997 for his son, Peter M. Rosenblum '70, and other family members, the fellowship is to be awarded annually to a graduate of Amherst College embarking on his or her first year of graduate studies in the fields of botany and biology. Each beneficiary should be a person who demonstrated significant promise in the relevant fields of study as an undergraduate at Amherst College. The fellowship is to be awarded solely on the basis of merit and without regard to race, sex, religion, gender, or nationality.

The Charles B. Rugg Fellowship. Established in memory of Charles Belcher Rugg '11, this fellowship is awarded to a graduate for the study of law. The award may be renewed for a second or third year upon recommendation of the Faculty Committee on Student Fellowships.

The John Woodruff Simpson Fellowships and Lectureships. A fund was established in memory of John Woodruff Simpson 1871 by his wife and daughter. Income from the fund provides: (1) A fellowship for the study of law; (2) A fellowship for the study of medicine; (3) A fellowship for the study of theology, without regard to creed or religious belief; (4) A fellowship for study at any school, college or university in preparation for the teaching profession; (5) A fellowship for use in graduate study at the Universities of Oxford or Cambridge in England or at the Sorbonne in Paris. The fund may also be used to secure from time to time from England, France or elsewhere, scholars for the purpose of delivering lectures or courses of instruction at Amherst College.

These fellowships are awarded by the Board of Trustees upon the recommendations of the Faculty Committee on Student Fellowships.

The Benjamin Goodall Symon, Jr., Memorial Fellowship. This fellowship is awarded to a graduate who has been accepted by a recognized divinity school, who has good reason to seek financial aid, who seems to be an all-around individual qualified in all respects as a religious and moral leader, and who is qualified scholastically to meet the calling of a theological career creditably, although the student may plan to use the divinity school training for work in another field. The candidate need not be an outstanding student, but improvement in the upperclass years, dedication, and a sense of purpose will be given great consideration.

The fellowship may be renewed for a second or third year at the discretion of the Committee. More than one fellowship may be awarded in any given year.

The Roland Wood Fellowship. Awarded annually on recommendation of the Department of Theater and Dance as a fellowship to one or more promising and deserving graduates of Amherst College for continued study in or of the theater.

DEPARTMENTAL FELLOWSHIPS

French Department Fellowship. The French Department offers two exchange fellowships. The appointments will be made by the Department after an announcement at the beginning of March and interviews. Amherst seniors with a high proficiency in French may apply.

The University of Dijon Assistantship. This fellowship is an appointment as teaching assistant in American Civilization and Language for one year at the University of Dijon. The fellowship offers a stipend paid by the French government and free admission to courses at the University.

Exchange Fellowship, Ecole Normale Supérieure in Paris. This fellowship is without stipend but offers a room at the Ecole Normale Supérieure and admission to any university course in Paris.

The Edward Hitchcock Fellowship. This fellowship, established by the late Mrs. Frank L. Babbott of Brooklyn, N.Y., is available for study in the department of physical education. Its object is to make the student familiar with the best methods of physical training, both in the gymnasium and on the field. The appointment is made by the Faculty upon the recommendation of the Department of Physical Education and Athletics.

Fellows

Paul Ablesky '99, *Forris Jewett Moore Fellow in History.* Yale University.

Ruby Z. Afram '00, *Charles B. Rugg Fellow in Law.* Yale Law School.

Laura Amaya Becvar '97, *John Woodruff Simpson Fellow in Cognitive Science.* University of California at San Diego.

Lara Birk '98, *John Woodruff Simpson Fellow in Sociology.* Boston College.

Roger Boulay '03, *John Woodruff Simpson Fellow in Photography.* University of Amsterdam.

Sara Bozorg '03, *John Woodruff Simpson Fellow in Medicine.* Bryn Mawr College.

Julien Bradley '98, *John Woodruff Simpson Fellow in Business Administration.* Dartmouth College.

Dan Breecker '01, *John Mason Clarke 1877 Fellow in Isotope Geochemistry.* University of New Mexico.

David Conrad Breslin '01, *Amherst Memorial Fellow in Art History.* Williams College.

Travis Bristol '03, *John Woodruff Simpson Fellow in Education.* Stanford University.

Megan Brown '95, *John Woodruff Simpson Fellow in English/Cultural Studies.* The Pennsylvania State University.

Nicole Ehricka Campbell '00, *John Woodruff Simpson Fellow in Public Policy.* Harvard University.

- Brian Friar Carty '02, *John Woodruff Simpson Fellow in Mathematics*. University of California at Los Angeles.
- Patricia E. Chang '01, *John Woodruff Simpson Fellow in Peace and Security Studies*. Harvard University.
- George Cheely '03, *George A. Plimpton Fellow in Medicine*. School not known.
- Yunny Chen '02, *John Woodruff Simpson Fellow in Creative Writing*. University of Michigan.
- Christopher M. Conley '02, *John Woodruff Simpson Fellow in Medicine*. Columbia University.
- Alexandra Dalavagas '99, *Forris Jewett Moore Fellow in Philosophy*. School not known.
- Michael L. Dougan '02, *John Woodruff Simpson Fellow in Medicine*. Harvard Medical School.
- James R. Drabick '02, *John Woodruff Simpson Fellow in Law*. Georgetown University.
- Catharine C. Eleey '02, *John Woodruff Simpson Fellow in Medicine*. University of Pennsylvania Medical School.
- Rebecca Joan Erwin '02, *Forris Jewett Moore Fellow in Physics*. California Institute of Technology.
- Ross E. Firsenbaum '02, *John Woodruff Simpson Fellow in Law*. Boston College Law School.
- Cynthia Gralla '96, *John Woodruff Simpson Fellow in Comparative Literature*. University of California at Berkeley.
- Julia Gray '96, *John Woodruff Simpson Fellow in International Political Economy*. University of California at Los Angeles.
- Josephine H. Haduong '99, *John Woodruff Simpson Fellow in Medicine*. University of Pittsburgh School of Medicine.
- Suzanne Hasselle-Newcombe '00, *Evan Carroll Commager Fellow in History*. University of Cambridge.
- Eleanor Hickerson '98, *Forris Jewett Moore Fellow in History*. University of California at Los Angeles.
- Tene Adero Howard '01, *John Woodruff Simpson Fellow in International Educational Development*. Columbia University.
- Dabney Ingram '98, *John Woodruff Simpson Fellow in Educational Psychology*. Stanford University.
- Andre Sulaiman Jenkins '03, *John Woodruff Simpson Fellow in Education*. New York University.
- Sarah H. Johnson '02, *Edward Poole Lay Fellow in Stage Directing*. Independent Study.
- Hillary Jones '01, *John Woodruff Simpson Fellow in Education*. University of Oregon.
- Priyadarshani Joshi '01, *John Woodruff Simpson Fellow in International and Public Affairs*. Princeton University.

- Peter Juran '02, *John Woodruff Simpson Fellow in Medicine*. Yale University.
- H. Julie Kae '01, *Amherst Memorial Fellow in Asian American Literature*. University of Washington.
- Jessica Keimowitz '95, *Amherst Memorial Fellow in Education*. Columbia University.
- Joshua M. Kershenbaum '96, *Charles B. Rugg Fellow in Law*. Temple University.
- Alyson J. Kiesel '98, *Amherst Memorial Fellow in English Language and Literature*. New York University.
- David Y. Kim '99, *Amherst Memorial Fellow in History of Art*. Harvard University.
- Eddie Kim '00, *Roland Wood Fellow in Theater*. Independent Study.
- Amelia Klein '00, *Rufus B. Kellogg University Fellow in English Literature and Language*. Harvard University.
- Valerie Klein '98, *Amherst Memorial Fellow in Education*. University of Pennsylvania.
- Elizabeth Koehler '01, *John Woodruff Simpson Fellow in Medicine*. University of Southern California.
- Bernadette Koleszar '99, *Forris Jewett Moore Fellow in Political Philosophy*. London School of Economics.
- Joseph Krainin '98, *John Woodruff Simpson Fellow in Medicine*. Tufts University.
- Serena Laws '01, *John Woodruff Simpson Fellow in Political Science*. University of Minnesota.
- Steven Lee '01E, *Amherst Memorial Fellow in Modern Thought and Literature*. Stanford University.
- Josef Lewandowski '02, *Forris Jewett Moore Fellow in Chemistry*. Massachusetts Institute of Technology.
- Irene Lin '98, *Amherst Memorial Fellow in Public Policy*. The Johns Hopkins University.
- Shin-Yi Lin '00, *Lloyd I. Rosenblum Memorial Fellow in Biology*. Princeton University.
- Kelly Lockmer '93E, *Amherst Memorial Fellow in Literature*. State University of New York at Albany.
- Deirdre Lockwood '98, *Warner Gardner Fletcher Fellow in Education*. Hunter College.
- Bradley David Lucas '03, *Rufus B. Kellogg University Fellow in History*. Humboldt University.
- Christopher J. Maloof '02, *Amherst Memorial Fellow in Computer and Information Science*. University of Pennsylvania.
- William Marinell '96, *Amherst Memorial Fellow in Education*. Harvard University.
- Sarah Christine Marriott '99, *Charles B. Rugg Fellow in Law*. University of California at Berkeley.
- Nicole A. Marti '00, *Amherst Memorial Fellow in ESL Education*. New York University.

- Susan Jane McWilliams '98, *Amherst Memorial Fellow in Politics*. Princeton University.
- Catherine Marie Mellen '03, *Roland Wood Fellow in Media Relations*. Trinity Repertory Company.
- Jane Mendle '98, *Amherst Memorial Fellow in Psychology*. University of Virginia.
- Eavan Miles-Mason '97, *Amherst Memorial Fellow in School Psychology*. Fordham University.
- Jordan G. Milev '98, *Roswell Dwight Hitchcock Memorial Fellow in Economics*. Yale University.
- Joy Miller '02, *Evan Carroll Commager Fellow in Development Studies*. University of Oxford.
- Sarah J. Moran '00, *Amherst Memorial Fellow in History of Art and Architecture*. Brown University.
- Quincy D. Newell '97, *George Stebbins Moses Memorial Fellow in Religious Studies*. University of North Carolina at Chapel Hill.
- Sarah Nooter '01, *Amherst Memorial Fellow in Classical Literature*. Columbia University.
- Jamie O'Brien '02, *Edward Poole Lay Fellow in Theater*. Independent Study.
- Darcy Ogden '01, *John Mason Clarke 1877 Fellow in Earth Science*. University of California at Santa Cruz.
- Peter Ogden '96, *Amherst Memorial Fellow in English Literature*. Princeton University.
- Vanessa Olivier '01, *John Woodruff Simpson Fellow in Law*. Boston College.
- Ronald C. Owens '03, *John Woodruff Simpson Fellow in Law*. Columbia University.
- Irvin L. Pan '99, *Amherst Memorial Fellow in Biology*. Yale University.
- Davina Pardo '99, *Edward Poole Lay Fellow in Documentary Film and Video*. Stanford University.
- Jiehae Park '02, *Edward Poole Lay Fellow in Theater and Dance*. Independent Study.
- Amanda R. Patrick '98, *John Woodruff Simpson Fellow in Public Health*. Harvard University.
- Iva Philipova '02, *Evan Carroll Commager Fellow in Law*. Cambridge University.
- Katharina Pluck '01, *Seth E. Frank '55 Fellow in International Relations*. The Johns Hopkins University.
- Ira Richardson '00E, *Forris Jewett Moore Fellow in Philosophy*. Humboldt University.
- Melvin Rogers '99, *Amherst Memorial Fellow in Political Science*. Yale University.
- Constantine Rusanov '01, *Amherst Memorial Fellow in Slavic Languages and Literature*. Yale University.
- Ryan Schetelick '93, *Amherst Memorial Fellow in Education*. Columbia University.
- Cristina Septien '01, *Roland Wood Fellow in Theater and Dance*. Independent Study.

Steven Shaklan '96, *Amherst Memorial Fellow in Russian Literature*. Columbia University.

Sahar Siddiqui '02, *Amherst Memorial Fellow in English and Education*. University of Pennsylvania.

Billye Raushanah Smith '01, *Amherst Memorial Fellow in Post-Colonial Literatures in English*. School not known.

Justin Snider '99, *John Woodruff Simpson Fellow in Russian and Eastern European Studies*. University of Vienna.

Anh Tu Tran '98, *John Woodruff Simpson Fellow in Medicine*. University of Massachusetts Medical School.

Megan Marie Tschudy '00, *John Woodruff Simpson Fellow in Medicine*. The Johns Hopkins University.

Ema Vyroubalova '02, *Amherst Memorial Fellow in English and Comparative Literature*. Stanford University.

Brad Michael Walters '02, *Forris Jewett Moore Fellow in History*. Yale University.

Lais S. Washington '01, *John Woodruff Simpson Fellow in Law*. New York University.

Timothy D. Werner '88, *John Woodruff Simpson Fellow in Law*. University of Minnesota.

Bryan Jon Wexler '02, *John Woodruff Simpson Fellow in Medicine*. Tufts University.

Jeffrey Ryuta Willis '00, *John Woodruff Simpson Fellow in International Health*. The Johns Hopkins School of Public Health.

Alissa Suzanne Wilson '00, *John Woodruff Simpson Fellow in International Affairs*. Tufts University.

Joshua Wolff '98, *Forris Jewett Moore Fellow in American History*. Columbia University.

Alina Wong '97, *Amherst Memorial Fellow in Higher Education*. University of Michigan.

Heather A. Zesiger '99, *John Woodruff Simpson Fellow in Health Education*. Emory University.

NATIONAL FELLOWS AND SCHOLARS

Jessica Cabot '03, *Fulbright Scholar*, India

Allison Campbell '05, *Goldwater Scholar*

Samuel Charap '02, *Marshall Scholar*

George Cheely '03, *Fulbright Scholar*, New Zealand

Christopher Condlin '03, *Fulbright Scholar*, Russia

Andrew Foss '03, *Fulbright Scholar*, Norway

Tatiana Grigorenko '03, *Watson Fellow*

Jordan Lang '03, *Fulbright Scholar*, Netherlands

Megan Lau '03, *Fulbright Scholar*, Japan

Carolyn Snyder '03, *Marshall Scholar*

Jiovani Visaya '05, *Goldwater Scholar*

Zachary Yorke '03, *Watson Fellow*

AMHERST-DOSHISHA FELLOW

Wenqi Andrew Xue '03, Amherst House, Doshisha University, Kyoto

Prizes and Awards

AMERICAN STUDIES

The Doshisha American Studies Prize, a gift from Amherst House, Doshisha University, is awarded for the American studies honors thesis judged by the Department of American Studies as most likely to stimulate interest in and understanding of America overseas, with a view toward possible publication in Japan.

Sidne Lillian Frede Koenigsberg '03.

The George Rogers Taylor Prize is awarded to the student who, in the opinion of the American Studies Department, shows the most promise for creative and scholarly work in American Studies.

Benjamin Glyde Griggs '03.

The Stephen E. Whicher Prize, established in memory of Stephen E. Whicher '36, is awarded for the best essay by a senior in the interpretation of American literature in the Department of English or American Studies.

Sidne Lillian Frede Koenigsberg '03.

ANTHROPOLOGY/SOCIOLOGY

The Donald S. Pitkin Prize in Anthropology-Sociology, established in honor of the founder of that department on the occasion of his retirement, is given to that student whose honors thesis best exemplifies the humane values to which Professor Pitkin committed his research and teaching.

Elizabeth Mara Green '03.

ASIAN LANGUAGES AND CIVILIZATIONS

The Doshisha Asian Studies Prize from the income of a gift from Amherst House, Doshisha University, is awarded for the best undergraduate honors thesis pertaining to Asia.

Megan Christine Lau '03.

ASTRONOMY

The Porter Prize, established by the late Eleazer Porter of Hadley, is awarded for proficiency in first-year astronomy.

Shitang Satish Shah '03.

ATHLETICS

The Manstein Family Award, given by Carl '72, Mark '74 and Joanne Manstein '83, is presented to the outstanding senior varsity athlete who has been accepted to medical school and plans a career in medicine. The prize is awarded by the Department of Physical Education.

Not awarded 2002-03.

BIOLOGY

The James R. Elster Award for research in biology was created in memory of James R. Elster '71, by his parents, Dr. and Mrs. Samuel K. Elster. This fund has been established for the purpose of providing support in the summer months for a research project to be undertaken by an undergraduate in the Department of Biology.

Divided between John Louis Stanton-Geddes '04 and Hieu Minh Tu '04.

The Sawyer Prize is awarded to that second-semester sophomore who, in the opinion of the Biology Department, has shown the most promise as a student of biology.

Allison Marie Campbell '05.

The Oscar E. Schotté Award is given to that member of the graduating class who, in the opinion of the department, has done the best independent work in biology.

Divided between Jacob Stuart Appelbaum '03 and Julia McBride Claggett '03.

The Oscar E. Schotté Scholarship Prize is awarded to a member of the junior or senior class majoring in science to enable completion of a special project during the summer.

Julia McBride Claggett '03.

The William C. Young Prize, established in memory of William C. Young '21, is awarded to a talented student from the Biology Department to undertake a summer course, a specialized program at an advanced school or institute, a summer field program or research at a specialized laboratory.

Leslie Jane Curren '05.

BIOLOGY AND GEOLOGY

The Harvey Blodgett Scholarship, established by Frederick H. Blodgett in memory of his grandfather, Harvey Blodgett of the Class of 1829, is awarded to aid student work in biology and geology in their educational phases as distinct from their more technical and strictly scientific phases.

combined with

The Phi Delta Theta Scholarship, established by the Phi Delta Theta Fraternity, is awarded as a scholarship at the Woods Hole Marine Laboratory to a student for proficiency in biology.

Jessica Margit Driscoll '04.

BLACK STUDIES

The Edward Jones Prize is given in honor of the College's first black alumnus. It is awarded by the Black Studies Department to a graduating senior for the best honors thesis which addresses a present or future issue of concern to black people in Africa and the Diaspora.

Joshua Alan Levy '03.

CHEMISTRY

The Howard Waters Doughty Prize is awarded to that member of the senior class who, in the opinion of the Chemistry Department, has prepared the best honors thesis.

Divided between James Edward Johnstrow '03 and Ryan Welch '03.

The Frank Fowler Dow Prizes, established by Fayette B. Dow in memory of his father, are awarded to a senior preparing to enter medical school and whose undergraduate work indicates a career of distinction in medicine.

George Rayburn Cheely, Jr. '03.

The Everett H. Pryde Research Award is presented annually to a senior who has been an outstanding teaching assistant in chemistry and who shows great promise for carrying out research in science or medicine.

Divided between Sarah Maureen Miller '03 and Shiwang Satish Shah '03.

The White Prize is awarded by the Chemistry Department to that chemistry major in the junior class who seems most likely to benefit from a summer's research experience at Amherst. It consists of a summer fellowship.

Gerard Joseph Hilinski '04.

The David R. Belvetz '54 Memorial Fund Award in Chemistry was established by family and friends of David R. Belevetz and is awarded to support the work of an Amherst student engaged in preparing a senior honors thesis, as determined by the Chemistry Department Faculty.

Elizabeth Rachel Blair '04.

CLASSICS

The Anthony and Anastasia Nicolaides Award, established by Cleanthes Anthony Nicolaides '68, in honor of his parents and in testimony of their belief in the goodness of science, is awarded to the senior who presents the best thesis on the topic of Greek science and mathematics from Homeric times to 1453 A.D.

Not awarded 2002-03.

COMPUTER CENTER

The Computer Center Prize is awarded for outstanding contributions in the application of the computer to a broad range of academic disciplines, and for generous help to many students and faculty at the Computer Center.

Assia Todorova Dosseva '03.

COMPUTER SCIENCE

The Computer Science Prize is awarded to a senior who has completed an honors thesis and who, in the opinion of the Department of Mathematics and Computer Science, has achieved the best performance in the study of computer science. The award is based on the thesis and overall achievement in computer science.

Jonathan Michael Kaldor '03.

ECONOMICS

The Bernstein Prize, funded by a gift from the Bernstein family in honor of the work their son, Jeffrey '91, did at Amherst College, is awarded to the senior who has done particularly outstanding honors work in economics.

Nathan Nissim Shike '03.

The Economics Department Junior Class Prize, awarded to that member of the junior class who, in the opinion of the Economics Department, has achieved a record of excellence in the study of economics at Amherst College.

Divided between Emily Megan Kahn '05E and Jonathan Richard Lhost '04.

The Hamilton Prize, established by his former students in memory of Professor Walton Hale Hamilton, distinguished member of the Department of Economics from 1915 to 1923, is awarded to that student other than a senior who ranks highest in the introductory economics course.

Divided between Matthew Jason Botsch '05 and Ding'an Fei '06.

The James R. Nelson Memorial Award and The James R. Nelson Prize were established from the income of a fund established by former students, colleagues and friends to encourage and recognize the scholarly and humane qualities that Professor Nelson exemplified and sought to foster in his students.

The James R. Nelson Memorial Award is presented to that senior who, in the opinion of the Economics Department, has achieved excellence in the study of economics while pursuing a broad liberal education.

Christian Scheurer Miller '03.

The James R. Nelson Prize is awarded to the senior who, in the opinion of the Economics Department, has written a distinguished honors thesis that applies economic analysis to an important question of public policy.

Alex Frank Lenkoski '03.

ENGLISH

The Academy of American Poets Prize is awarded annually for the best poem or group of poems, preferably on nature, submitted by an undergraduate.

Megan McDonald-Walsh '05.

The Armstrong Prize, established in part by Collin Armstrong of the Class of 1877 in memory of his mother, Miriam Collin Armstrong, is awarded to members of the first-year class who excel in composition.

Zeina Salim Nasr '06.

The Collin Armstrong Poetry Prize, established in part by Mrs. Elizabeth H. Armstrong, is awarded to the undergraduate author of the best original poem or group of poems.

Laura Elizabeth Swearingen-Steadwell '04.

The Elizabeth Bruss Prize is presented to that senior English major who in the judgment of the English Department best represents those qualities of breadth and imagination exemplified by Elizabeth Bruss.

Divided between Timothy Joseph Danner '03 and Brian Paul Hochman '03.

The Corbin Prize, established by the estate of William Lee Corbin of the Class of 1896, is awarded for an outstanding original composition in the form of poetry or an informal essay.

Julia Hazel Powers '06.

The G. Armour Craig Award for Prose Composition is awarded to that junior or senior who writes the best autobiographical essay on an experience of intellectual discovery.

Germaine Sunu Dunn '03.

The Peter Burnett Howe Prize for excellence in prose fiction was established by a gift from Robert B. Howe '30 in memory of his son Peter Burnett Howe '60.

Rebecca Wynne Johnson '03.

The Rolfe Humphries Poetry Prize is presented to that senior who has achieved the greatest sense of poetic form in his or her undergraduate writing. The

award is made on the basis of three submissions to the English Department in the applicant's senior year and may include writing produced during the undergraduate years.

William Charles Lopez '03.

The Harry Richmond Hunter Jr. Prize, established in memory of Harry Richmond Hunter Jr. '29, by his parents, is awarded to that member of the sophomore class who presents the best essay on a topic approved by the English Department.

Paul George Fraioli '05.

The James Charlton Knox Prize was established by the friends of Jim Knox '70 to honor his memory and recognize his abiding interest in English literature. It is given to the outstanding English student who demonstrates the greatest integration of scholarship, interest and creativity in the study of English.

Marcella Laura Frydman '03.

The MacArthur-Leithauser Travel Award, from the income of a gift by the MacArthur Foundation to the College in 1985 at the request of Brad Leithauser, MacArthur Fellow and Visiting Writer at the College for 1984-85, is given annually by the English Department to a sophomore or junior of creative promise who might most benefit from exposure to a foreign landscape, for the purpose of enabling the student to travel outside the continental United States.

Edward Ashley Farmer '05.

The Ralph Waldo Rice Prize, established by Mrs. Mary Rice Jenkins in memory of her brother of the Class of 1910, is awarded for the best essay on "The Liberal College and Christian Citizenship" or any subject named by the faculty.

Megan Patrice Shields-Stromsness '03E.

The Laura Ayres Snyder Poetry Prize, endowed by a gift from Jeffrey F. Snyder '60, in honor of his daughter, Laura Ayres Snyder '89, is awarded to a member of the junior class and is intended to subsidize a student-poet during the summer between his or her junior and senior years. The judges of the prize are one faculty member each from the Departments of English, Philosophy, and Physics in even numbered years and English, History, and Biology in odd numbered years.

Samuel Anthony Masinter '04.

The Stephen E. Whicher Prize, established in memory of Stephen E. Whicher '36 for the best essay by a senior in the interpretation of American literature in the Department of English or American Studies.

See American Studies.

FINE ARTS

The Associates of Fine Arts of Amherst College Summer Fellowships in the History of Art and in the Practice of Art are intended to encourage and support proposals for programs of summer study in fine arts. Students may propose participation in an established summer program or may present proposals for individual study without restriction as to state or country. Proposals are invited from any fine arts major with at least one semester left at Amherst after the completion of the fellowship.

The Associates of Fine Arts Summer Fellowships in the History of Art:
Meredith Lynn Petrov '04.

The Associates of Fine Arts Summer Fellowships in the Practice of Art:
Evan Washington Nabrit '04.

The Hasse Prize, established in memory of Adrian H. Hasse '43, is awarded for the best submitted work having a human figure as a theme.

Tatiana Grigorenko '03.

The Anna Baker Heap Prize, established by Arnold N. Heap of the Class of 1873, is awarded to that senior who submits the best essay in the field of "Art."

Divided between Laura Meleri Fried '03 and Rebecca June Muse-Orlinoff '03.

The Athanasios Demetrios Skouras Prize, given in memory of Mr. Skouras of the Class of 1936, who died in 1943 in Athens as a result of Nazi reprisal killings, is awarded to a student who, in the opinion of the Fine Arts Department, has created an outstanding work of art.

Divided between Roger Henry Boulay '03 and Todd Christopher Smith '03.

The Wise Fine Arts Award is presented annually in the spring to a student in the College for distinction in the completion of an original work or works of art and the purchase thereof. The prize-winning work of art will become the property of the Trustees of Amherst College.

Zachary Powell Yorke '03.

FRENCH

The Jeffrey J. Carre Award, established in 1983 by his family, friends, professional colleagues and students, is presented to a sophomore or junior who has demonstrated excellence in the French language. The prize is to be used toward travel in France during the summer following the award.

Mary Christine Duvernay '04.

The Frederick King Turgeon Prize in French Literature was established by former students of Professor Turgeon upon the occasion of his retirement. It is used for the award of a book to the student who has done particularly distinguished work in French during the year.

Divided between Cheryl Fakhry '03 and Aatish Ali Taseer '03.

GEOLOGY

The Richard M. Foose Scholarship Prize, established by alumni and friends to honor Professor Richard M. Foose at the time of his retirement after 23 years of service to Amherst College, is awarded annually to a student or students on the recommendation of the Department of Geology, to support summer field research in geology.

Naomi Elizabeth Kirk-Lawlor '05.

The Walter F. Pond Prize, established in honor of Walter Pond '07, is awarded to the senior who has submitted the best honors thesis in geology.

Emily Virginia Dubinsky '03.

The David F. Quinn Memorial Award is awarded in memory of David Quinn '80 to an outstanding senior who, during his or her undergraduate career, has made a positive contribution to geology at Amherst through character, leadership, enthusiasm, and participation in departmental activities.

Roger Huang '04E.

The Belt-Brophy Prize (formerly the Warren Stearns Prize) is awarded to that student at the end of the junior year who, in the judgment of the staff of the Department of Geology, has shown the greatest promise for success as a

geologist. The prize consists of a Brunton compass with field case, the most versatile field tool of the geologist.

Divided between Scott James Dougan '04 and Njoki Wambui Gitahi '04.

GERMAN

The Consulate General Prize for Academic Achievement in German Literature, made available by the Consulate General of the Federal Republic of Germany in Boston, is awarded to that student who, in the judgment of the Department of German, has written the best paper as part of a German course.

Hilary Miner Plum '04E.

The Consulate General Prize for German Studies is made available by the Consulate General of the Federal Republic of Germany in Boston. It is awarded to that junior or senior who, in the judgment of the Department of German, has made a superior contribution to any aspect of German studies.

Miguel Angel Gonzalez '03.

GREEK

The William C. Collar Prize, established by William C. Collar of the Class of 1859, is awarded to the member of the first-year class who has made on a written examination the best version in English of a previously unseen page from some Greek author.

Kathryn Dorothy Wilson '06.

The Hutchins Prize, established by Waldo Hutchins of the Class of 1842, is awarded to a senior for excellence in Greek.

Jordan Brett Holmes '03.

HISTORY

The Asa J. Davis Prize is awarded to a student who has demonstrated outstanding achievement in the study of the History of Africa and the Black Diaspora and whose work best reflects the comprehensive interest of Asa Davis in historical and cultural contacts between Africa, the Old World and the Americas.

Bethany Yue-Ping Li '03.

The Alfred F. Havighurst Prize, intended for the purchase of books, is awarded to that major in the Department of History who has in four years at Amherst best fulfilled the standards of excellence and humane scholarship exemplified by Professor Havighurst during his teaching career at Amherst College.

Divided between Matthew John Baltz '03 and Bradley David Lucas '03.

JOURNALISM

The Samuel Bowles Prize, established by Samuel Bowles King '02, to stimulate interest in journalism as a career, is awarded to a student who has demonstrated proficiency in journalism.

Divided between Geoffrey Edward Bough '03 and Ryan Alan Roman '03.

LATIN

The Bertram Prizes, established by John Bertram of Salem, are two prizes awarded to students who, together with attaining a high average in the Latin courses of the senior year, present the best essays connected with these courses.

Senior First: Seth Gilbert Bernard '03.
Senior Second: James Alden Decker '03.

The Billings Prizes were established by Frederick Billings in memory of Parmly Billings of the Class of 1884. Two prizes are awarded for general excellence in the Latin courses of the sophomore year, together with the best essays on special topics connected with the authors read in that year.

Sophomore First and Second combined and divided between
Gabriel Ross Ravel '05 and Randall David Souza '05.

The Crowell Prizes were established in memory of Edward Payson Crowell of the Class of 1853. Two prizes are awarded—one for the highest scholarship in first-year Latin courses and the other to the students who, together with attaining a high average in the Latin courses of the junior year, present the best essays on some approved topic connected with the junior Latin course.

First-year First: Katherine Chauncey Goodrich '06.

First-year Second: Andrew Leif Thomas Green '06.

Junior First: Lisa Marie Blumsack '04.

Junior Second: David Warner Golann '04.

The Dr. Ernest D. Daniels Latin Prize, established in honor of Dr. Daniels of the Class of 1890, is awarded to the graduating senior who has submitted the best honors thesis on a Latin subject.

Divided between Seth Gilbert Bernard '03 and Stefan Thomas Cressotti '03.

LAW, JURISPRUDENCE AND SOCIAL THOUGHT

The Robert Cover Prize honors the memory of Robert Cover, a distinguished legal scholar whose work inspired the humanistic conception of law in the liberal arts embodied in Amherst's Department of Law, Jurisprudence and Social Thought. It is given annually to a graduating senior for distinguished achievement in that major.

Ari Reuben Cuttler Reichstein '03.

LIBRARY

The Frederick S. Lane '36 Prizes (formerly known as Friends of Amherst College Library Prizes) for Student Book Collections are awarded to the entrants in the Student Book Collection Competition who demonstrate strong interests in book collecting and who present good, beginning collections.

First: Benjamin Sternfield Baum '03.

Second: Diana Marie Cappiello '05.

Third: Jonathan Mark Schneider '04E.

The Frederick S. Lane '36 Prize for Excellence in Book Collecting (formerly known as the M. Abbott Van Nostrand Prize for Excellence in Book Collecting) is awarded by the Friends of Amherst College Library to the entrant in the Student Book Collecting Competition who demonstrates considerable experience, knowledge, and ability in the field of book collecting.

Not awarded 2002-03.

MATHEMATICS

The Robert H. Breusch Prize is awarded to the senior who, in the opinion of the faculty in mathematics, has presented the best honors thesis in mathematics.

Richard Patrick Laurberg '03.

The Walker Prizes were established by William J. Walker of Newport, Rhode Island. Two prizes are awarded for proficiency in mathematics of the first year and two prizes for proficiency in mathematics of the second year. In each case the award is determined by an examination.

First-year First: Ding'an Fei '06.

First-year Second: Tsvetelina VanEva Petkova '06.

Sophomore First: Wing Leung Mui '05.

Sophomore Second: Samuel Taylor Critchlow '05.

MUSIC

The Sylvia and Irving Lerner Piano Prize is awarded to that student who has demonstrated the greatest skill and musicianship as a pianist.

Jeffrey Chi-Fan Wang '03.

The Mishkin Prize, established by the Friends of Music, is awarded in memory of Professor Henry G. Mishkin to that senior selected by the Department of Music who produces the best thesis on a critical or musical topic.

Not Awarded 2002-03.

The Lincoln Lowell Russell Prize, established by J. W. Russell Jr. of the Class of 1899 in memory of his son, is awarded to the seniors who have done most to foster the singing spirit at Amherst.

Divided among Whitney Elizabeth Cox '03, Jonathan Hayden Brooks '03 and Lisa Ariel Glazer '03.

The Eric Edward Sundquist Prize, established in memory of Mr. Sundquist of the Class of 1936, is awarded to that senior who has demonstrated excellence in musical composition and performance.

Divided between John Redmond Downey, Jr. '03 and James Newman Orsher '03.

NEUROSCIENCE

The James Olds Memorial Neuroscience Award, established by the Swerdlow Family Foundation in recognition of the contributions made to the neurosciences by Dr. Olds of the Class of 1947, is presented to the student whose research in the neurosciences is judged, by the faculty of the Neuroscience Program, to be of highest quality.

Paul Brubeck Larkin '03.

PHILOSOPHY

The Gail Kennedy Memorial Prize is awarded to a senior major in Philosophy in recognition of a distinguished honors essay.

Divided between Stacey Elizabeth Kennard '03 and Megan Elizabeth Pirigyi '03.

PHYSICS

The Bassett Physics Prizes were established by Preston Rogers Bassett '13. Two prizes may be awarded each year to those students who have distinguished themselves by the excellence and maturity of their performance in the class and laboratory work of the first course in Physics.

First and Second combined and divided among Rishidev Chaudhuri '05, Benjamin Jones Heidenreich '05, and Dong Kun Kim '06.

The William Warren Stifler Prize, established by Professor Stifler, is awarded to a senior who has majored in physics and especially excelled in the course on electricity and magnetism.

Andrew Wilkin Foss '03.

POLITICAL SCIENCE

The Densmore Berry Collins Prize in Political Science is given annually in memory of Mr. Collins, of the Class of 1940, for the best honors thesis in political science.

Divided between Laura Anne Swanson '03 and Assia Todorova Dosseva '03.

PSYCHOLOGY

The Haskell R. Coplin Memorial Award, established in memory of Mr. Coplin, Professor of Psychology, recognizes that member of the graduating class who, in the opinion of the Psychology Department, displays the scholarly and humane qualities that best exemplify Professor Coplin. The prize is to a senior who has shown distinguished work in psychology classes and in an honors thesis, and who has contributed to the life of the department.

Divided between Tamara Elizabeth Baer '03 and Michael Gerard Flood '03.

PUBLIC SPEAKING

The Bancroft Prizes, established by Frederic Bancroft of the Class of 1882, are awarded to the two seniors who produce the best orations. Both composition and delivery are considered.

First and Second combined and divided between

Daniel Agustin Murillo '03 and James Thomas McDonnell '03.

The Gilbert Prize, established by William O. Gilbert of the Class of 1890, is awarded to a member of the junior class who produces the best oration. Both composition and delivery are considered in making the award.

First: Charles Muigai Mwaura '04.

Second: Lincoln Philip Mayer '04.

The Hardy Prizes, established by Alpheus Hardy of Boston, are awarded for excellence in extemporaneous speaking.

First: James Thomas McDonnell '03.

Second: Lincoln Philip Mayer '04.

The Kellogg Prizes, established by Rufus B. Kellogg of the Class of 1858, consist of two prizes that are awarded to members of the sophomore or first-year classes for excellence in declamation.

First: Alan David Lawn '05.

Second: Melissa Rae Ginsberg '05.

The Rogers Prize was given by Noah C. Rogers of the Class of 1880 and is awarded for excellence in debate.

Elaine Harris Ewing '04.

RELIGION

The Moseley Prizes, established by Thomas Moseley of Hyde Park, are awarded to seniors for the best essays on a subject approved by the Department of Religion.

*First and Second combined and divided among
Jesse Matthew Ehrich Freedman '03, Joshua Alan Levy '03,
and Sarah Lynne Wolf '03.*

RUSSIAN

The Carol Prize in Russian, given by David James Carol '77 in honor of his parents, Joseph and Roberta, is awarded to the student who has demonstrated the greatest dedication and commitment to Russian.

Corie Leigh Wallace '03.

The Mikhail Schweitzer Memorial Book Award, established by students, parents and friends in fond memory of Mikhail Schweitzer, survivor of the Soviet Gulag, author, and custodian at Amherst College, for the award of books to the student who, in the judgment of the Russian Department, most shares Misha Schweitzer's love of Russian literature and culture.

Divided between Joshua Robert Nevas '03 and Ryan Welch '03.

SPANISH

The Pedro Grases Prizes for Excellence in Spanish is given by a member of the Class of 1939 to honor a great teacher and cordial scholar. It is awarded each year to that senior who has shown the greatest progress in the ability to read Hispanic literature with insight and to write and speak Spanish with intelligence and humane sensitivity.

Maria Elena Murguia '03.

THEATER AND DANCE

The Raymond Keith Bryant Prize, an annual gift from Robert E. and Ethel M. Bryant in memory of their son of the Class of 1936, is awarded to that student who, in the opinion of the judges, gives the best performance of the year in a Masquers' play.

*Divided among Ginni E. Chen '06, Olivia Ruth D'Ambrosio '05,
Tarja Helena Martikainen '05, and Julia Hazel Powers '06.*

SCHOLARSHIP AND CITIZENSHIP

The Addison Brown Scholarship from a fund established by Addison Brown of the Class of 1852, is awarded to that senior who, being already on the scholarship list, has attained the highest standing in the studies of the first-year, sophomore and junior years.

Jonathan Michael Kaldor '03.

The Samuel Walley Brown Scholarship, established by Samuel Walley Brown of the Class of 1866, is awarded to that member of the junior class who, in the estimation of the Trustees, ranks highest in his/her class in character, class leadership, scholarship, and athletic ability.

Paul Spencer Whiting '04.

The Charles W. Cole Scholarship is awarded each year to the undergraduate with an established financial aid need, who, after two years at Amherst, stands highest in the academic rank of the sophomore class. The recipient will be designated "Charles W. Cole Scholar" and will carry the award for the junior and senior years at Amherst.

Mary Christine Duvernay '04.

The Charles Hamilton Houston Fellowship is an annual gift awarded to a graduating senior who best personifies a commitment to realizing his or her humane ideals, much in the way Charles Houston '15 devoted his life to the struggle for equal protection under the law for African-Americans in the United States.

Nicholas Coe Wexler '03.

The Howard Hill Mossman Trophy, awarded annually to the member of the senior class who has brought, during his/her four years at Amherst, the greatest honor in athletics to the Alma Mater—the word “honor” to be interpreted as relating both to achievement and to sportsmanship.

Brooke Kimberly Diamond '03.

The Gordon B. Perry Memorial Award is given to a first-year in good academic standing, whose participation and attitude in first-year athletics and other activities are outstanding.

Richard Anthony Estacio '06.

The Psi Upsilon Prize was established by the Gamma Chapter of Psi Upsilon in 1941 on the occasion of the centennial anniversary of the founding of the Chapter. The prize is awarded to that member of the graduating class who is considered preeminent in scholarship, leadership, athletics and character.

Divided between Melissa Kimberly Mordy '03 and Piercarlo Valdesolo '03.

The John Sumner Runnells Memorial, established in memory of John Sumner Runnells of the Class of 1865, is awarded to that member of the junior class who, in the opinion of the Trustees of the College, is preeminent in his/her zeal for knowledge and industry to attain it.

Divided between Beatriz Jean Wallace '04 and Mihailis Evangelos Diamantis '04.

The Obed Finch Slingerland Memorial Prize is awarded by the Trustees of the College to a member of the senior class, who has shown by his/her own determination and accomplishment the greatest appreciation of and desire for a college education.

Sheila Vanessa Graham '03.

The Stonewall Prize, established by David L. Kirp '65 and other alumni, is awarded annually to that student who produces a work of exceptional intellectual or artistic merit pertaining to the gay, lesbian or bisexual experience.

Christian Scheurer Miller '03.

The Woods-Travis Prize, an annual gift in memory of Josiah B. Woods of Enfield and Charles B. Travis of the Class of 1864, is awarded for outstanding excellence in culture and faithfulness to duty as a scholar.

Ryan Welch '03.

Enrollment

CLASSIFICATION BY RESIDENCE

(Fall 2002)

UNITED STATES

New York	322	Alabama	7
Massachusetts	236	Georgia	7
California	191	Louisiana	7
Connecticut	83	Tennessee	7
New Jersey	80	Indiana	6
Maryland	64	Hawaii	5
Pennsylvania	58	Kansas	5
Florida	50	Arizona	4
Illinois	48	Delaware	4
Virginia	46	Kentucky	4
Ohio	34	West Virginia	4
Minnesota	25	Arkansas	3
Texas	25	Iowa	3
New Hampshire	24	Montana	3
District of Columbia	21	South Carolina	3
Maine	20	Nebraska	2
Colorado	18	Nevada	2
Washington	18	North Dakota	2
Missouri	15	South Dakota	2
Michigan	14	Utah	2
Rhode Island	14	Mississippi	1
Wisconsin	12	Oklahoma	1
Vermont	11	Puerto Rico	1
North Carolina	10	Wyoming	1
New Mexico	9	Total	1,540
Oregon	8		

NON-USA

Canada	11	Brazil	1
South Korea	8	Chile	1
Japan	7	France	1
Bulgaria	6	Ghana	1
India	6	Indonesia	1
England	3	Israel	1
Hong Kong	3	Kenya	1
Romania	3	Lebanon	1
A.P.O.	2	Nepal	1
Bangladesh	2	Pakistan	1
China	2	Taiwan	1
Greece	2	Trinidad	1
Jamaica	2	Turkey	1
Philippines	2	United Kingdom	1
Singapore	2	Total	78
Thailand	2	Grand Total	1,618
Botswana	1		

SUMMARY OF ENROLLMENT FALL 2002*

Seniors, Class of 2003	412	Exchange Students	
Juniors, Class of 2004	363	Full Time	<u>7</u>
Sophomores, Class of 2005 . .	432	Subtotal	<u>1,625</u>
First-Year Students,		Special Students	
Class of 2006	<u>411</u>	Part Time	<u>12</u>
Subtotal	<u>1,618</u>	Grand Total	<u>1,637</u>

*Not included are the 79 students who were on leaves of absence away from Amherst as of the first semester, 2002-03.

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Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association by writing: New England Association of Schools and Colleges, Inc., 209 Burlington Road, Bedford, MA 01730 (781) 271-0022.

Student Absence Due to Religious Beliefs: The Legislature has enacted and the Governor has signed into law Chapter 375, Acts of 1985. It adds to Chapter 151C of the General Laws the following new section:

Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up the examination, study, or work requirement missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to students because of availing themselves of the provisions of this section.

